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ABSTRACT

This guide provides instructional and evaluative materials intended to help the classroom teacher improve the curriculum. Chapters include materials on articulation, evaluation, stating behavioral objectives, beginning a foreign language at the elementary level, the role of foreign languages in the junior high school, teaching culture, evaluation, and methodology. Appendixes include: (1) individualized instruction in the teaching of foreign languages, (2) professional organizations available to foreign language teachers, (3) a position paper of the National Council of State Supervisors of Foreign Languages presenting guidelines for evaluating foreign language programs for high school students, and (4) modular scheduling. (RL)

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OKLAHOMA IN THE WORLD

(Guide to the Improvement of the Teaching of Modern Foreign Languages)

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STATE DEPARTMENT OF EDUCATION
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1972

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FOREWORD

The study of a foreign language, including as it does the study of the culture and folkways of a people, has a unique relevance in the education of today's young people for life and citizenship in today's world.

The well-being of our own Nation is inextricably interwoven with the well-being of other nations of the world in trade and industry as well as in involvement with the work of the United Nations in which the United States plays a leadership role.

We must understand the other peoples with whom we share our world; indeed this feeling of a need for brotherhood becomes more urgent as space research points out the possibility that mankind is alone on the earth in a vast universe.

Communication becomes increasingly important; the study of foreign languages contributes immeasurably to this great human need.

It is the sincere hope of the State Department of Education that this small volume Oklahoma in the World will implement the work of Oklahoma's foreign language teachers in the education of Oklahoma Students for world citizenship.

Leslie Fisher
State Superintendent of Public Instruction

ACKNOWLEDGMENTS

Our sincere thanks go to all of the people who cooperated in the production of this guide: the members of the central committee, who wrote the various chapters; teachers, who served as consultants; the editorial staff, who worked endlessly to give unity and coherence to the work; Dr. Clifford Wright and his staff; the artist; and all who helped in any capacity.

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EDITORIAL PREFACE

The new curriculum guide for Foreign Languages for the State of Oklahoma is the work of a group of dedicated leaders in foreign language education in Oklahoma. At the first planning meeting, the writing committee took the position that the contents of the guide should be the work of teachers who were actively involved in the foreign language classroom and that these teachers should represent all levels of foreign language instruction from foreign languages in the elementary schools to foreign languages in the secondary schools, up through instruction in the colleges and universities. It is only through the cooperation of each of these instructional levels that a foreign language curriculum guide can be written that will be of help to our teachers.

The several units were written by some of our most successful teachers and grew out of long years of experience in developing techniques that have proved successful in the classroom. In putting the guide together, the committee sought to avoid advocating idealistic theories and approaches that lead only to frustration and failure. It kept in mind the warning given by one teacher at a pre-school workshop: "I have all these wonderful ideas and plans, and I'd use them and be a good teacher, too, if it weren't for those kids."

The guide has therefore been planned with the central idea that there is too wide a gap between theory and practice, and that what is presented here will avoid that difficulty by suggesting only what teachers know will work. The sections on modular scheduling, individualized instruction and behavioral objectives will aid foreign language teachers in coping with these new approaches as they plan their foreign language programs for the school children of Oklahoma for the seventies.

Lowell Dunham, Chairman
Editorial Staff

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PHILOSOPHY

This we believe --

Every child should have the right to experience learning in a foreign language, because the child's world is the entire world. To deprive a child of this right is to deprive him of world citizenship. "For no language is the exclusive property of any group or society. But, like the stars, language belongs to everyone." [1]

The knowledge of a foreign language is one of the best keys to the understanding and appreciation of the peoples of the world. For this reason even a few years of study of a language can be excellent preparation for intelligent citizenship; no language study, if seriously undertaken, can be without value.

The understanding of a foreign language and culture provides a solid basis for the study of world history and literature, both classical and modern. "Enough foreign language study to create an awareness of our ignorance could be an instrument in the increase of understanding." [2]

Instruction in a foreign language should begin at the earliest possible age when continuous progress in the language can be assured.

Foreign language instruction should include emphasis on all skills which will lead toward the attainment of mastery of the language: listening comprehension, speaking, reading, writing, and culture of the people who speak the language natively.

Personalities, objectives, and teaching-learning situations vary too greatly for any single method of teaching or learning a foreign language to be superior to all others.

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[1] Nelson Brooks, Yale University, in his address "The Rung and the Ladder" delivered at the Northeast Conference of Foreign Language Teachers.

[2] Marjorie Johnston in her address "Foreign Languages and International Understanding" delivered at the Arkansas Foreign Language Teachers Association.

ARTICULATION

Articulation is a correlation which produces an orderly continuum of foreign and classical language learning, both vertical and horizontal, and is a direct result of agreement and careful planning by the total school community.

This continuum may begin with any age level, utilize various media and materials which are compatible with individual learning patterns, and may extend for a long period or terminate after a short duration. It is generally agreed that language learning requires a long period of time (ten years or more) if mastery of a foreign language is desired. However, with increased emphasis on accountability and the long overdue humanization of the schools, a well-articulated foreign language program will require a wider range of materials, methods of instruction, course content, and languages to be offered. [1]

Languages Offered

The total school community will decide the languages to be offered and the duration of the continuum. The roles of total school community might be as follows:

1. Teachers, who generate enthusiasm for language learning, could survey the student body to determine student interest, and take the initiative in selling languages to the lay public, counselors, supportive personnel and administrators.

2. Students, who are demanding a voice in planning education, could verify their intent of pre-enrollment by contacting their appropriate counselor.

3. The principals, as instructional leaders, would determine the feasibility of offering languages and present the proposal to the directors of elementary, secondary, and curriculum. If the directors approve of the language course(s), the proposal would be submitted to the superintendent, and to the local school board for their approval. If such approval is granted, the course(s) may be introduced in selected high schools on a pilot basis. Upon successful completion of the pilot course(s), the proposal will be submitted to the State Board of Education for approval of accreditation. If the State Board of Education grants accreditation to the local school district, foreign languages may then be added as accredited courses and the entire school community may be notified through the press and/or other communication. This entire discourse may appear to be... "and the knee bone was connected to leg bone, etc.," but it is intended to point out that articulation is a matter of agreement resulting from careful planning by the total school community.

4. Once the school district has decided which languages to offer and for how long, all students should be given an opportunity to study the language(s) of his choice.

The State of Oklahoma strongly recommends that foreign language be offered for two (2) units of the thirty-six (36) required for graduation from high school.[2] One unit of credit is earned by pursuing the course one-hundred and eighty school days, with a minimum of 275 minutes of instruction per week.

Foreign language(s) are offered in two-hundred eighty-six of the accredited high schools of Oklahoma. Course offerings range from one unit in the smaller districts to eighteen (18) units offered at Tulsa Edison High School.

The State Board of Education, under the authority vested by the Oklahoma Legislature, approved the following list of foreign languages as basic subjects: [3]

7th Grade	8th Grade	9th, 10th, 11th, 12th Grades
French	French	French I, II, III, IV
Spanish	Spanish	German I, II, III, IV
		Latin I, II, III, IV
		Spanish I, II, III, IV
		Russian I, II, III, IV

[1] NASSP Bulletin, Number 371. "Humanizing the Schools; Its Meaning, the Principal's Role and Several Approaches" (February, 1972).

[2] Annual Bulletin for Elementary and Secondary Schools, (Administrator's Handbook, Bulletin No. 113-R (State Department of EDucation, July, 1971).

[3] School Laws of Oklahoma (State Department of Education, 1971).

Should the local needs require, additional foreign language courses may be offered, even though the school has not been previously accredited for them, if approval has been granted by the Division of Instruction prior to the beginning of the semester in which the course is to be offered.

Although foreign languages are not listed as basic subjects for the elementary school, Oklahoma City Public Schools, and other independent districts have maintained a successful FLES program since 1957. Students in Oklahoma City may study Spanish for an eight-year continuum.

Teachers of Foreign Languages

Certification

All teachers who enter into a contract to teach in the State of Oklahoma must have a valid certificate. This certificate is awarded by the State Department of Education upon recommendation by the college or university in which the applicant fulfilled the approval program for teachers of foreign languages.[4] Even though both elementary and secondary certificates are valid for grades seven and eight, all teachers of foreign or classical languages should have at least eighteen (18) semester hours in the language being taught. However, the Oklahoma Foreign Language Teachers Association strongly advocates that every teacher of foreign language (s) in Oklahoma have a major in the specified language, with native or near-native accent and fluency, and additional language study in a country where this language is the primary one used by the populace.

In addition to professional education, teachers will profit by analyzing those qualities, inherent or developed, which seem to attract students to study foreign or classical language. Invariably it is the dynamic and enthusiastic teacher whose attitude toward cooperation and mutual respect is contagious.

Philosophy

The philosophy of the foreign language program is a concern of the total school community, but the key person in curriculum modification is the teacher. The first duty of a teacher new to an existing foreign language program is to become aware of the philosophy of his school district. This philosophy usually includes the scope and sequence of the program as well as teaching strategy. A second duty of this teacher is to become an active participant of the teaching team which reevaluates and modifies the philosophy in order to better serve the individual needs and desires of the students. When foreign language classes are humanized, fragmentation of time, sequence, methods of teaching, material, and teacher effectiveness will be negligible.

Another duty of every teacher of foreign language is to become active in the professional organizations.

The most current literature, media, etc., concerning foreign or classical language learning and related fields will be in synopsis form or bibliography of the journals (MLA, ACTFL, AAT'S). Articulation will never be easy, but it can be made less difficult if every teacher is knowledgeable about the trends influenced by the leading educators.

Methods

The basic philosophy of the school district should indicate the desired approach or method of teaching foreign languages. Articulation will be less complex if the entire district elects to use basically the same methods. There are as many approaches to teaching as there are ways to learn. Every student has his own unique style of learning. Some students are readers, others are listeners, observers, travelers, and still others learn by total involvement. Politzer gives an overview of the three basic methods, i.e., grammar-translation, direct method, and the audio-lingual approach and suggests that no matter what method is used some individuals will be more successful than others. In addition, Politzer states that "since foreign language requires a great deal of practice, it is almost certain that no matter what teaching method is used, the pupil will spend a great deal of time teaching himself. . . . good teaching methods are essentially good learning methods, and that the successful language learner is esentially the pupil who has devised a successful self-teaching method."[5]

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[4] Assignment Handbook (State Department of Education, March, 1971).

[5] Robert L. Politzer, Foreign Language Learning: A Linguistic Introduction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., pp. 12-18, 1970).

Individualized instruction, self-pacing, continuous progress, large and small group instruction, seminars, etc., are vital to all teaching methods if we are to provide a language learning experience for every student. But, articulation is imperative within each school and among the schools throughout the district or geographical area. In order to provide a basis for an articulated program, continuous inservice should be provided through state and local workshops, college and university maintenance programs and other professional meetings.

Materials

The State of Oklahoma provides funds for the purchase of selected texts or series of texts for basic subjects taught in the public schools of the state up to and including the twelfth grade.[6] The State Textbook Committee selects seven (7) through twelve (12) in order to provide the scope and sequence of the entire language program. Committees representing the total school community which includes students, teachers, guidance counselors, consultants, media specialists, administrators, and parents should select the media and materials to be used throughout the district. The selected materials will be both basic and supplementary and will provide for individual learning styles and achievement levels. Once the materials have been adopted and provided for the local district, every teacher should become familiar with the materials selected for specific level as well as those that precede and follow that level. A well-articulated foreign language program may have several levels of materials for use by students in the same class period.

Course Content

The foreign language course content should be determined by the philosophy, teaching methods, adopted basic and supplementary materials, and projected needs of the students in the local school district. The selected materials for a particular language course may be desirable for most students but must not be a limiting factor. Some of the material may be basic and essential for all students, and a few highly motivated students may wish to study a language in depth. The language course content may be divided into self-pacing units which are adaptable to small group interaction and/or individualization of instruction.

The course content may be structured as a series of mini-courses based on student interest and the language concepts to be studied. Using the adopted basic and supplementary material, it would be advantageous for students and teachers to develop a bank of UNIPACs and mini-courses which could be used throughout the school district. A progress report for each individual student must be judiciously recorded. This report is made available to the student and successive teachers who are responsible for directing a program of continuous progress. A detailed progress report will facilitate adjustment for the mobile student who must transfer among districts and/or states. Even though the course content of the receiving school might be unfamiliar to the mobile student, individualization and continuous progress will provide the opportunities for this student to achieve his language goals.

Summary

A well-articulated foreign language program for Oklahoma will produce an orderly continuum, both horizontal and vertical, and is a direct result of agreement and careful planning by the total school community. Areas of agreement would include languages offered, teacher qualification, philosophy, methods of instruction, materials to be used, the course content, its organization and duration.

[6] School Laws of Oklahoma (State Department of Education, pp. 102-103, 1971).

TO JUDGE A FOREIGN LANGUAGE TEXT

Thought should be given to several factors before undertaking the selection of a text for a foreign language class.

Of primary importance is the consideration of the educational philosophy under which the foreign language course will be taught. The first step, therefore, in judging a text should be an analysis and an evaluation of one's general philosophy of education and specifically the philosophy of foreign language education. Questions to be answered include the following: Is the deductive, the inductive, or a combination of these the method of approach to be used? What proportion of the available time is to be spent on each of the four skills? How long will the total foreign language sequence be? Are multiple approaches to foreign language study necessary in order to meet the needs of different groups? Who will study foreign language? What method of selection is to be used for foreign language enrollment? Advisement? Student election? Requirement? Is ability sectioning of foreign language classes to be used? Is provision to be made for students with varying degrees of interest, aptitude, and ability? Will the class be handled with a strong or a permissive disciplinary attitude?

Answers to these questions of philosophy should be clarified before any attempt is made to examine and select appropriate textbooks.

A second factor to be considered, and one of major importance, is that of teacher competency in the language. The greater the competence, the greater the range of textbook choices that can be used successfully. It is important that a text be selected which falls within the preparation and experience range of the teacher.

The third factor to be carefully considered is that of student needs. Points to be considered here include age level, social and educational backgrounds of the students, goals and objectives in studying a foreign language, personal educational philosophies of the students as well as their study habits, and even parental attitude toward foreign language study.

After giving sufficient thought to these generalities regarding philosophy of foreign language education, the specifics of textbook analysis may be considered. The accompanying chart is suggested for use in the judging and subsequent selection of a foreign language text.

CRITERIA FOR RATING A FOREIGN LANGUAGE TEXTBOOK

Rating Scale:

1 pt. = Very satisfactory
2 pts. = Satisfactory
3 pts. = Minimum satisfactory
4 pts. =Unsatisfactory
NA =Not applicable

I. CONTENT PTS.

A. Will the book encourage the use of the language from the beginning lesson? _____

B. Presentation of grammar _____

C. Quality of exercises
(Examiner should work through random selections of exercises.) _____

D. Reading materials (Stories should be read!)
(Consider appeal to age level, appropriateness, degree of difficulty.) _____

E. Suggestions for activities, variations, motivating devices _____

F. Presentation of basic material in a variety of ways _____

G. Provisions and aids for adaptations, recombinations, and variations of the original presentation of the basic materials _____

H. Periodic review of the basic materials _____

I. Planned progression in the presentation of grammar _____

J. Planned progression in the presentation of phonology _____

K. Planned progression in the presentation of vocabulary _____

L. Planned progression in the presentation of culture _____

M. Supportive materials that reinforce the learning to be achieved (tapes, visuals, etc.) _____

N. Smooth transition from lesson to lesson, unit to unit, and level to level _____

TOTAL POINTS: _____

II. MATERIAL

A. Time element (Lessons are easily divided into the 50-minute or other time modules available.) _____

B. Quantity of material (Basic concepts for this level can be covered in the time available for the course.) _____

C. Level of difficulty appropriate for age group _____

TOTAL POINTS: _____

III. CULTURAL MATERIALS

A. Quantity _____

B. Appeal to the age group _____

C. Satisfactory presentation of cultural materials (English essays? Foreign language essays? Pictures? Questions to be answered by students? Projects? Other?) _____

D. Authenticity of cultural material _____

TOTAL POINTS: _____

IV. TEACHER AIDS

A. Availability of keys for all reading selections and all exercises _____

B. Availability of a teacher's manual with specific plans, directions, teaching techniques, suggested use of materials _____

C. Availability of tests for units or lessons with grading key _____

D. Availability of student workbook with answer key for easy grading _____

E. Availability of tapes to accompany text _____

F. Availability of other supplementary materials (films, filmstrips, slides, posters, charts, etc.) _____

G. Availability of reference material lists _____

H. Availability of a manual indicating specific difficulties with solutions to be encountered in each lesson _____

I. Suitability of material for the proficiency of the teacher _____

J. Availability of supportive materials for teacher _____

TOTAL POINTS: _____

V. BOOK

A. Quality of binding (durable, attractive, colorful) _____

B. Quality of paper and print _____

C. Quality of pictures (consider: number, color, black and white, appropriate, suitable to age group, relevant, authentic to the culture)

D. Size, shape, and format _____

TOTAL POINTS: _____

VI. AVAILABILITY OF EQUIPMENT

A. Availability of equipment for effective use of material: Tape recorders? Overhead projector? Filmstrip projector? Slide projector? Film projector? Other? _____

B. Availability of facilities for darkening the classroom for effective use of the supplementary materials; _____

TOTAL POINTS: _____

VII. COSTS (APPROPRIATE TO AVAILABLE BUDGET)

A. Text $_____

B. Workbook $_____

C. Tests $ _____

D. Tapes $ _____

E. Other supplementary materials $ _____

TOTAL POINTS: _____

VIII. SUPPLEMENTARY MATERIALS

A. Tapes (Listen to them!)

1. Quantity of taped material _____
2. Quality of recordings (fidelity and clarity) _____
3. Integrated recordings _____
4. Availability of materials for listening in addition to those contained in the text _____
5. Variety of voices (male, female, child) _____
6. Minimum of regional accents at beginning level and an increasing range of examples at upper levels _____
7. Speed of recordings (normal rate of speed, native intonation patterns, etc.) _____
8. Correlation of recordings with other visual materials _____
9. Pauses for student repetition _____

10. Reinforcement or confirmation of student response _____

11. Variety of types of exercises and drills _____

TOTAL POINTS: _____

B. Films, filmstrips, and/or other visual aids
(Preview these!)

1. Supplementation of the text and tapes _____

2. Introduction of a limited number of structures for mastery _____

3. Use of close-ups to show pronunciation models _____

4. Appropriateness and interest of material to age level _____

5. Availability of scripts of all sound tracks _____

6. Visual aids (ease of handling, use and storage) _____

7. Visibility of visual aids in the classroom _____

TOTAL POINTS: _____

IX. TESTS

A. Availability of correlated tests with grading key that periodically measure the student's progress _____

B. Format of testing material _____

C. Availability of separate skills tests (listening comprehension, speaking, reading, writing) _____

TOTAL POINTS: _____

X. DATE OF PUBLICATION: _____

TOTAL POINTS: _____

XI. PERSONAL EVALUATIONS: (These are often decisive factors between two books.)

A. "Something I especially liked."

_____

_____

B. "Something I especially disliked."

_____

_____

TOTAL POINTS: _____

_____

TITLE OF TEXT: _____

AUTHOR: _____

PUBLISHER: _____

LANGUAGE: _____

LEVEL: _____

STATING BEHAVIORAL OBJECTIVES: AN OVERVIEW

Historically, foreign language teachers have planned their classes with objectives in mind. Whether these were expressed as tenses to be learned, chapters to be covered, or vocabulary to be mastered, the good language teacher has always approached his work with a clear idea of what was to be done in a given class period. In recent years, teachers in all subject areas have been asked with increasing frequency to state their objectives in behavioral terms. What are these behavioral objectives, and how are they related to the statements of objectives that most foreign language teachers already use?

Behavioral objectives are the culmination of a lengthy process that begins with the formulation of expectancies called goals. It should be noted that while standard English draws no special distinction between goals and objectives, educators do. In the educational context, goals are ultimate aims stated in general terms. One goal of a language class may simply be to understand spoken Spanish. An objective, on the other hand, is designed to implement a goal and therefore must use specific and immediate phraseology. Furthermore, in order to qualify as a behavioral objective, it has to tell what students will be expected to do as a result of the instruction being planned. One of the many behavioral objectives selected to implement the goal to understand spoken Spanish might state that at the end of one week the student will identify with 90% accuracy which of twenty pairs of words are different from one another when he listens to them on a tape recording. The objective is meaningless without the goal, and the goal is difficult to define without the objective. Frequently, the transition from goal to objective is facilitated by a sub-goal which bridges the gap between the general language of the former and the precise language of the latter. For example, a sub-goal which would serve as a check point between the goal and objective is to expect students to know the difference between sounds which may seem to be alike but are phonemically different

Language teachers who intend to use behavioral objectives to facilitate their planning must begin with appropriately stated goals. Some teachers are quick to insist that their goals cannot be usefully expressed in behavioral terms.[1] Although some proponents of behavioral objectives deny this position completely,[2] others hold that while some goals of the highest level of language instruction may be difficult to phrase in this manner, nearly all of the goals of basic language instruction involve skills which lend themselves quite readily to behavioral statement. Should a teacher feel this difficult to do in a particular situation, he may wish to re-examine his goals. For example, one committee of teachers in another state set forth its one and only goal as the bilingual child. The group then proceeded to discuss ways to fulfill the goal with neither concrete agreement as to its meaning nor on the objectives intended to implement it. Grittner's[3] discussion of goals for teaching foreign languages at various levels should be very helpful to those who have such problems.

Let us now return to the behavioral objective previously quoted and examine it for the four elements all properly-stated behavioral objectives should contain.

Figure 1

At the end of one week the student will identify with 90% accuracy which of twenty pairs of words are different from one another when he listens to them on a tape recording.

1. The student will identify which of twenty pairs of words are different from one another. The single most important component of a well-constructed behavioral objective is the behavior, the statement of what the student will be expected to do as a result of the instruction being planned. An important point to remember is that the behavior must be both specific and measurable. Mager's programmed introduction to

[1] Robert Zoellner. "Behavioral Objectives for English", College English (January, 1972). Footnote number six of this review provides a well written and amusing refutation.

[2] Florence Steiner. "Teaching Literature by Performance Objectives", Foreign Language Annals, 5, iii (1972).

[3] Frank M. Grittner. Teaching Foreign Language. New York, Harper and Row, 1969).

[4] Robert F. Mager. Preparing Instructional Objectives. (Palo Alto, Fearon. 1962).

the use of behavioral objectives is an especially valuable aid written to help the teacher distinguish between measurable and nonmeasurable behaviors. For instance, one can easily see that knowing one's verbs is not as readily measurable and definable as distinguishing between preterite and present form by adding hoy_ (today) or ayer - (yesterday) to sentences.

2. At the end of one week. The second necessary component is time. A well-constructed behavioral objective makes an estimate of how much time will be needed to achieve the task mentioned.

3. When he listens to them on a tape recording. The third component is a statement of the conditions under which the student will demonstrate his mastery of the expected behavior.

4. With 90% accuracy. The final component is the expected accuracy.

Typically we hope that any instructional tactic will reach most of our students most of the time. So, we express that hope specifically in order that all may know exactly what we want to achieve.

What advantages accrue to foreign language teachers who develop curricula based on statements of behavioral objectives? When language learning tasks are identified in terms of detailed, sequential behaviors, the classroom teacher has a very great degree of control over what work his students cover, how rapidly they cover it, and how well he teaches what he tests and tests what he teaches. Not surprisingly, this also enables him to deal much more effectively with the wide range of language ability he is usually confronted with in the manner described by Altman,[5] Valette and Dissick,[6] and Logan.[7] For instance, a teacher, given sufficient planning time, can make it possible for those of his students who are more self-directed to learn some language skills individually by setting up learning packets for self-instruction. This leaves more time for him to give special attention to those students who are less self-directed. Considering that individualized instruction is one of the newest and most promising trends in our profession, the forward-looking foreign language teacher might be well advised to investigate behavioral objectives as a means of successfully implementing it.

Relationships between colleagues as well as student-teacher relationships are enhanced when a system of behavioral objectives is made the basis for communication. One need not have taught in a secondary school for very long to realize that faulty articulation results when teachers do not fully understand each other's aims. Because of the specificity they require, well-constructed behavioral objectives can guide teachers toward mutual understanding of their individual goals and toward solutions of problems caused by inefficient planning. If these goals and the objectives designed to fulfill them are mutually understood, then one teacher can aid another to determine whether the goals agreed upon by both are being fulfilled by the objectives proposed by each.

The concerns of our profession often need to be communicated to administrators not directly involved in language teaching. For instance, many administrators recognize the value of visiting teachers' classrooms during the school day, but they often do not have sufficient information about the work in progress to fully understand the significance of what they see. A list of the day's behavioral objectives and an explanation of how they help fulfill a long-range goal can make that administrator a more knowledgeable evaluator and perhaps even better ally. Self-accountability leads the teacher to the point where he can easily make clear his specific needs to carry on his instruction. In effect, it can make his requisitions and requests more justifiable.

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[5] Howard B. Altman. "Toward A Definition of Individualized Foreign Language Instruction", The American Foreign Language Teacher 1, iii (1970), 12-13.

[6] Rebecca M. Valette and Renee S. Dissick. Individualizing Foreign Language Instruction Through Performance Objectives. (New York: Harcourt, Brace and Jovanovich, IN Press).

[7] Gerald E. Logan. German Curriculum. (Morgan Hill, California, 1969).

It is true that once a teacher makes his behavorial objectives clearly understood, he is in a sense, accountable. But in this way, accountability becomes a personal evalution. The teacher takes on the professional responsibility of measuring the success of his daily objectives. If he does not do this, he may find himself in the uncomfortable position of being weighed in the balance by non-teaching forces.

A word of cuation: it is unwise to adopt objectives prepared by outsiders whose goals are unknown. Behavioral objectives should be planned individually for the particular goals, problems, and demographic situations of each school and classroom. Students, too, should be encouraged to contribute to the formulation of class objectives. Probably the worst possible distortion of the intention of behavioral objectives is to have them stated and imposed by people other than those engaged in each teaching and learning situation. Of course, no matter what the effort devoted to such an imposition, objectives that are foreign to the teachers and the students will be ignored. The critical question that faces a proponent of a given set of behavioral objectives is whether these objectives are appropriate for a specific teaching situation. What are some of the general and specialized sources of information about behavioral objectives in language teaching which may help us answer this question?

Perhaps the single most important introduction to the writing of behavioral objectives is Mager's Preparing Instructional Objectives.[8] After spending a pleasant hour or so with this slim volume, most teachers will be able to distinguish between objectives which are written behaviorally and those which are not.

A related book which goes into greater detail than Mager's is H.H. MacAshan's Writing Behavioral Objectives: A New Approach.[9] Although it lacks some of Mager's humor, it has clearly stated objectives for each of its chapters and an extension bibliography.

Deriving Curricular Objectives Training Unit[10] is a longer programmed approach to writing behavioral objectives than Mager's volume. It deals with the formation of objectives in general terms and, in the version used by The American Council on the Teaching of Foreign Languages, provides a module keyed to foreign language studies. Produced by the Far West Laboratory for Educational Research and Development, the program is clearly written and includes some delightfully humorous elements.

Robl, Anderson, and Kurtz[11] discuss the implementation of behavioral objectives at the university level. The authors present some of the advantages and disadvantages of using behavioral objectives in an interesting section entitled "Some Supplementary Thoughts: A Twenty Page Article in a Few Pages for Speed Thinkers".

Teachers in the Tulsa Public School Systems have booklets[12] at their disposal called "Tulsapacs". These booklets are designed to provide information about various elements of the curriculum. The one which presents the goals of foreign language teachers to administrators is divided into units, each of which recommends a behavioral objective that the administrator who wants to learn about the goals of language teaching should fulfill. The booklet is unique and most deserving of wider distribution. It is useful to those learning about behavioral objectives because it uses the terminology of behavioral objectives to discuss material well known to language teachers.

Sources that deal specifically with the use of behavioral objectives in the foreign language classroom are also readily available. One of the best of these is by Steiner.[13] She deals with definition, rationale,

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[8] Mager, op. cit.

[9] H.H. McAshan. Writing Behavioral Objectives: A New Approach. (New York: Harper and Row, 1970).

[10] Deriving Curricular Objectives Training Unit (Berkeley: Far West Laboratory for Educational Research and Development, 1971).

[11] Richard M. Robl, Carl R. Anderson, and Edwin B. Kurtz. Preparing Instruction to Implement Objectives. (Stillwater: Office of the Vice-President for Academic Affairs, Oklahoma State University, 1971).

[12] Helen K. Carney. Foreign Languages Tulsapac. (Tulsa: Tulsa Public Schools, 1970).

[13] Florence Steiner. "Performance Objectives in the Teaching of Foreign Languages", Foreign Language Annals 3, iv (1970), pp. 579-91.

structure, and implementation of behavioral objectives in the foreign language classroom. Another appears in the State of California foreign language curriculum guide.[14] The most recent source, by Christensen,[15] restricts itself to the area of definition. The Instructional Objectives Exchange has produced a collection of behavioral objectives written for use in Spanish classes, grades seven through twelve.[16] No one advocates the importation of objectives foreign to one's own classroom. However, these objectives would be helpful to the teacher who may wish to see objectives that have been prepared by others.

Let us assume that one has reached the point of understanding and using behavioral objectives. How does he sort the objectives he may have produced in order to determine their relative value? There are sources which attempt to answer this question in general as well as specific terms. The works of Bloom[17] and Krathwohl[18] were written to help the teacher classify objectives in accordance with their relative priorities. The systems described provide a structure of labels, called a taxonomy, to facilitate the task.

Bloom's Taxonomy of Educational Objectives classifies educational objectives into cognitive, affective, and psychomotor domains. Objectives in the cognitive domain involve such behaviors as understanding, applying, analyzing, synthesizing, or evaluating. The affective domain includes the behaviors of receiving, responding, and valuing. Objectives in the affective domain are those concerned with the attitudes that are created rather than the specific facts that may be transmitted in a given classroom situation. The psychomotor domain has not been as extensively studied as the others. Psychomotor objectives involve behaviors like gesturing and pronouncing.

It is easy to see that the concept of cognitive, affective, and psychomotor domains are relevant to the goals and objectives used in teaching languages. However, we owe a vote of gratitude to Valette[19] for having named the specific kinds of language teaching goals and objectives that fit within each classification of the taxonomy. Valette's chart (reproduced below) illustrates the use of the taxonomy in the foreign language classroom

The individual teacher will make the final decision regarding his own use of behavioral objectives. Although it is clear that they offer potential solutions to some problems, they are not, in any sense, a panacea. The teacher's professional obligation is not to accept them without question, but to think carefully about the potential of these new tools for planning. Such considerations should be based on all of the professional resources that he has at his disposal. To the extent that the reader has been made aware of some of these resources he is prepared to engage in further study and an eventual decision regarding the proper place of behavioral objectives in his teaching situation.

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[14] Framework for Foreign Languages in the State of California. Sacramento: Department of Education, 1971. Copies available from Mr. John Dusel, Coordinator of Foreign Language Instruction.

[15] Clay B. Christensen. "What Objectives How Objective?" Hispania 55, i (1972), pp. 101-6

[16] Spanish 7-12 (Los Angeles: Instructional Objectives Exchange, 1970). Available for $8.32 from Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024.

[17] Benjamin S. Bloom, ed. Taxonomy of Educational Objectives...Handbook I, Cognitive Domain (New York: David McKay, Inc., 1956).

[18] David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives...Handbook II, Affective Domain (New York: David McKay, Inc., 1964).

[19] Rebecca M. Valette. Directions in Foreign Language Testing. (New York: Eric Clearinghouse on the Teaching of Foreign Languages, 1969). Available for $2.00 from MLA-ACTFL Materials Center, 62 Fifth Avenue, New York, New York 10011. When out of print, see Eric file ED 034 460.

Areas of Competence \ Behaviors	Cognitive Domain						Psychomotor Domain					Affective Domain			
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Perception	Mimicry & Mem.	Manipulation	Free Production	Internalization	Receiving	Responding	Valuing	
1. Spoken language 2. Written language 3. Kinesics															Language Aims
4. Way-of-life culture 5. Civilization 6. The Arts															Culture Aims
7. Literature															Lit. Aims
8. Communication															Communication Aims

VALETTE'S TABLE OF FOREIGN LANGUAGE OBJECTIVES

BEGINNING A FOREIGN LANGUAGE AT THE ELEMENTARY LEVEL

The purpose expressed in the [1] Foreign Language segment of the publication, Curriculum in Action, states that "Every child should have the right to experience learning in a foreign language, because the child's world is the entire world." If we are to adhere to such a purpose, foreign language learning will begin early and the principal goal or objective for the teaching of this discipline will be clearly defined - to learn to develop a communication skill.

The beginning levels of foreign language learning have to be limited to the first two skills, listening and speaking. Beginning a foreign language in the elementary school enables students to spend more time in the acquisition of these early audio-lingual-visual skills thus insuring greater success with the two remaining skills, reading and writing in furture language study.

FLES (Foreign Language in the Elementary Schools) should be offered regularly and daily if possible. The principal objective is to concentrate on the two beginning skills so that students become accustomed to the different speech patterns which make future study of the language easier. The teacher should always emphasize quality of speech and never quantity of words learned. Lessons will therefore contain much repetition, for language learning is perpetual review. One main objective is doing well a small amount every day.

The visual portion of FLES teaching is of major importance but the two principal uses of visual aids should always be remembered:

1. To present linguistic materials without the intervention of English, reinforcing learning of the language by visual means.

2. To give the teacher a casual use of such visual aids and to provide the needed reinforcement accomplished by repetition and varied patterns.

The most practical manner to begin FLES programs is the introduction of elements familiar to the child's environment; therefore, basic vocabulary should pertain to schools, home and family. The most important objective to keep in mind is that the child must learn in his new language how the language functions and how he can say things in it. When the FLES program first began, materials were not available, but times have changed and now many publishers have adequate materials adaptable to most classroom situations.

The following lessons, ideas and songs are given in Spanish but can easily be adapted to any language studied.

¡ Hablando en español!

The teacher sets the tone pattern, the entire climate or atmosphere of the class with gestures, voice or hands. The tone must always be exciting, dynamic and motivating.

Greetings should always be in the foreign language to encourage the student to mimic and imitate.

Two commands which will be used extensively from the very beginning are:

Escuchen

Repitan

[1] Curriculum in Action. Oklahoma State Department of Education. 1971.

Gesture and the children will know that you want them to repeat and to listen without having to translate.

Introduce yourself:

Soy la señora _____.

(Tell them you are married and so they call you señora.)

Soy la señorita _____. (Explain)

Soy el señor _____. (Explain)

Soy la señorita

Soy la señora

Soy el señor

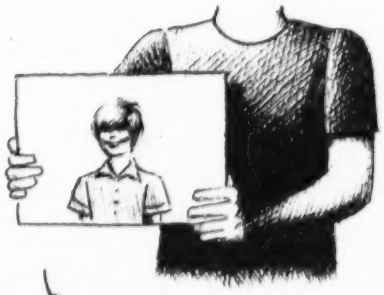
Continue your first lesson with the concept of self-identification, introduction of masculine and feminine genders and a brief preview of the verb ser.

Teacher asks: Tú ¿quién eres?

Student: Soy _____ .

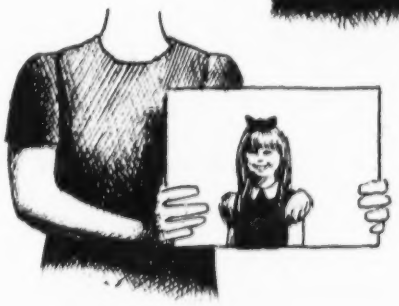
When all students can reply . . . . . add niño and niña . . . . .

¿Eres un niño?



Student replies . . . . .Soy un niño.

¿Eres una niña?



Student replies . . . . Soy una niña

Teacher asks . . . .¿Quién es él?

¿Quién es ella?

The teacher should always include songs, games and variations of the routine to make the first stages of learning of the new language interesting and exciting. Songs and games should be related to the unit of study, for such activities are an integral part of language. Visual presentation is most important; therefore, songs should always be illustrated when possible.

To conclude the study of the first unit the teacher may introduce a song which includes all concepts and vocabulary words that reinforce the unit of study.

Example . . .Song ¿ O, quién es este niño? " Tune - "The More We Get Together".[2]

¿ O quién es este niño?

¿ O, quién es este niño? es Paco, es Pepe,
¿ O, quién es este niño, o, quién eres tú?
Es Paco, es Pepe, es Juan o Enrique,
¿ O, quién es este niño, o, quién eres tú?

¿ O, quién es esta niña? es María, es Elena,
¿ O, quién es esta niña, o, quién eres tú?
Es Elena, Catalina, es María, es Carmen,
¿ O, quién es esta niña, o, quién eres tú?

When all the children have learned this song, the teacher may vary the names when they sing . . .i.e. . .
¿ O, quién es este niño? es Billy, es Clifford,
¿ O, ¿quién es este niño, o, quién eres tú?
Es Mike, es Steve, es Danny es Dicky
etc . . . . .

The same thing should be done with girls' names.

Sample Lesson

Goals: Build vocabulary
Introduce singular form of ir
Begin introduction of definite articles, el, la.

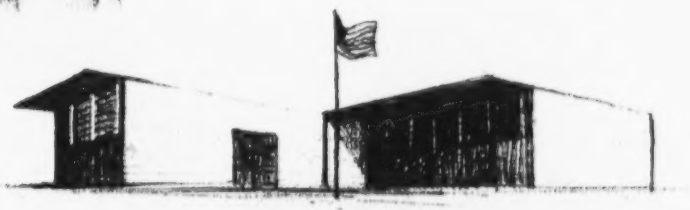
Vocabulary:

hermano	la casa
hermana	quien
la escuela	que
la tienda	

Presentation:

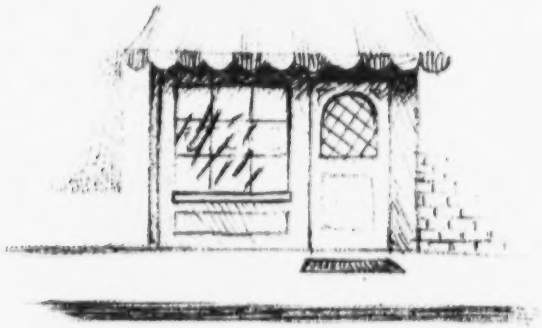
Es mi hermano.

Mi hermano es Paco.



Es una escuela.

La escuela es pequeña



Es una tienda.

La tienda es pequeña.

Mi hermano va a la escuela.

Yo voy a la escuela también.

Mi hermano va a la tienda.

Yo voy a la tienda también.

Es una casa.

La casa es pequeña

Es mi hermana.

Mi hermana es Lupita.

Mi hermana va a la escuela.

Mi hermana va a la tienda.

Mi hermana va a casa.

Stress when asking questions . . . . . Quién is used for people . . . ¿ Quién es?
Qué is used for objects . . . ¿ Qué es?

The teacher should use drill patterns with gestures, voice or hands to help set the tone. The teacher should begin the drill with the last word in the sentence and work forward, for this maintains the proper intonation pattern. Example:

Es mi hermano

hermano hermano.
Teacher says . . . .mi hermano . . .students repeat . . . mi hermano.
Teacher says . . . .Es mi hermano . . .students repeat . . .Es mi hermano.

Es una escuela pequeña.
pequeña.
escuela pequeña
una escuela pequeña.
Es una escuela pequeña.

When students have mastered the vocabulary the teacher asks:

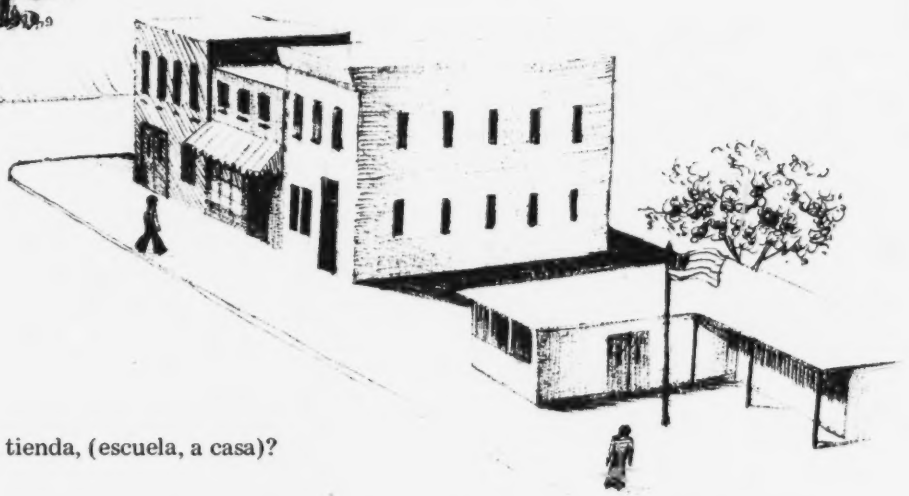
¿ Qué es?

¿ Quién es?

¿ A dónde va tu hermano?

As students see the visuals . . . .correct answers are prompted.

¿ A dónde va tu hermana?



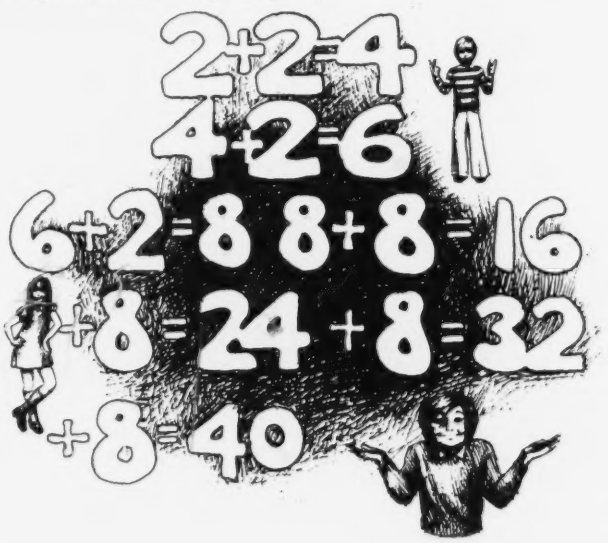
Always add . . . ¿ Vas tú a la tienda, (escuela, a casa)?

The learning of any new language involves the study of numerals. These can best be introduced through music. The following song presents the numerals and provides a change of pace.

Dos y dos

Dos y dos son cuatro,
cuatro y dos son seis.
Seis y dos son ocho,
y ocho dieciseis.

Y ocho veinticuatro
y ocho treinta y dos
Y ocho son cuarenta
Y ya se acabó.



Dos y Dos

1. Dos y dos son cua - tro, cua - tro y dos son seis.
Y o - cho, vein - ti - cua - tro, y o - cho, trein - ta y dos.

Seis y dos son o- cho, y o- cho, die - ci - seis.
Y o - cho son cua - ren - ta, y ya se a - ca - bó.

1. Two and two are four,
Four and two are six.
Six and two are eight,
And eight, sixteen.
And eight, twenty-four,
And eight, thirty-two,
And eight is forty,
And - that's the end.

Each unit should be built on the previous one, and the teacher should keep in mind that one of the main objectives is doing well a small amount every day. In this way emphasis is placed on the quality of speech instead of on the quantity of words learned. It is very important for the FLES teacher to have depth in his field and be a specialist in the language, but it is equally important that the teacher understand and know elementary children. The FLES teacher is primarily a teacher, but he is also a motivator for future language study. A person without both qualifications will too often be unsuccessful and harm the overall language program. Most language experts are of the opinion that a proper sequence of any language program is essential to the development of competency and fluency in the student.

There is no one method to teach foreign languages. When a teacher finds a good approach he should perfect it. The teaching of any discipline improves to the extent that those interested in its advancement can communicate information effectively so that learners, parents, school boards and teachers can make well-informed decisions. The art of arranging information to generate new knowledge is the very core of teaching. A wise administrator on interviewing an applicant for a foreign language teaching position asked a question that all teachers might well attempt to answer, "Do you teach or do you hold class?"

Evaluation is vital to a FLES program not only for the teacher's information but also for maintaining student interest. Inasmuch as the beginning foreign language learning is all audio-lingual-visual, the method chosen to evaluate must also follow this pattern.

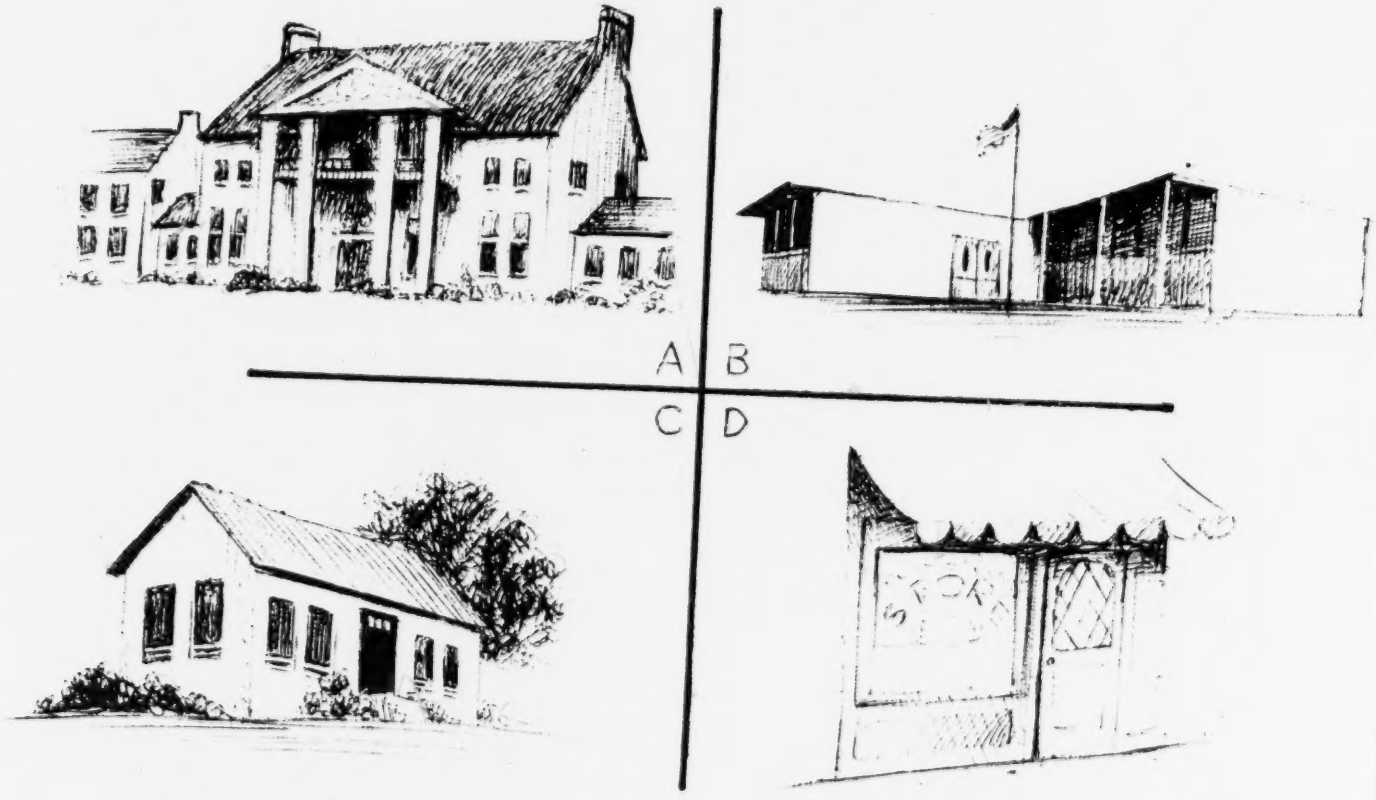
The following ideas for testing students' ability are only examples which can be enlarged or revised to suit particular situations.

Students should be given ample time to prepare their papers and told the number of items on the test. Instructions are given slowly and carefully making sure every student understands the type of test. The teacher should tell students that they will hear each item twice and that they are to choose the picture being described by writing their choice A, B, C, or D opposite each item.

The teacher should always check the test immediately and let the students know their progress in the new language. Items missed can be reviewed and learned, for all evaluation must also be a learning tool to be effective.

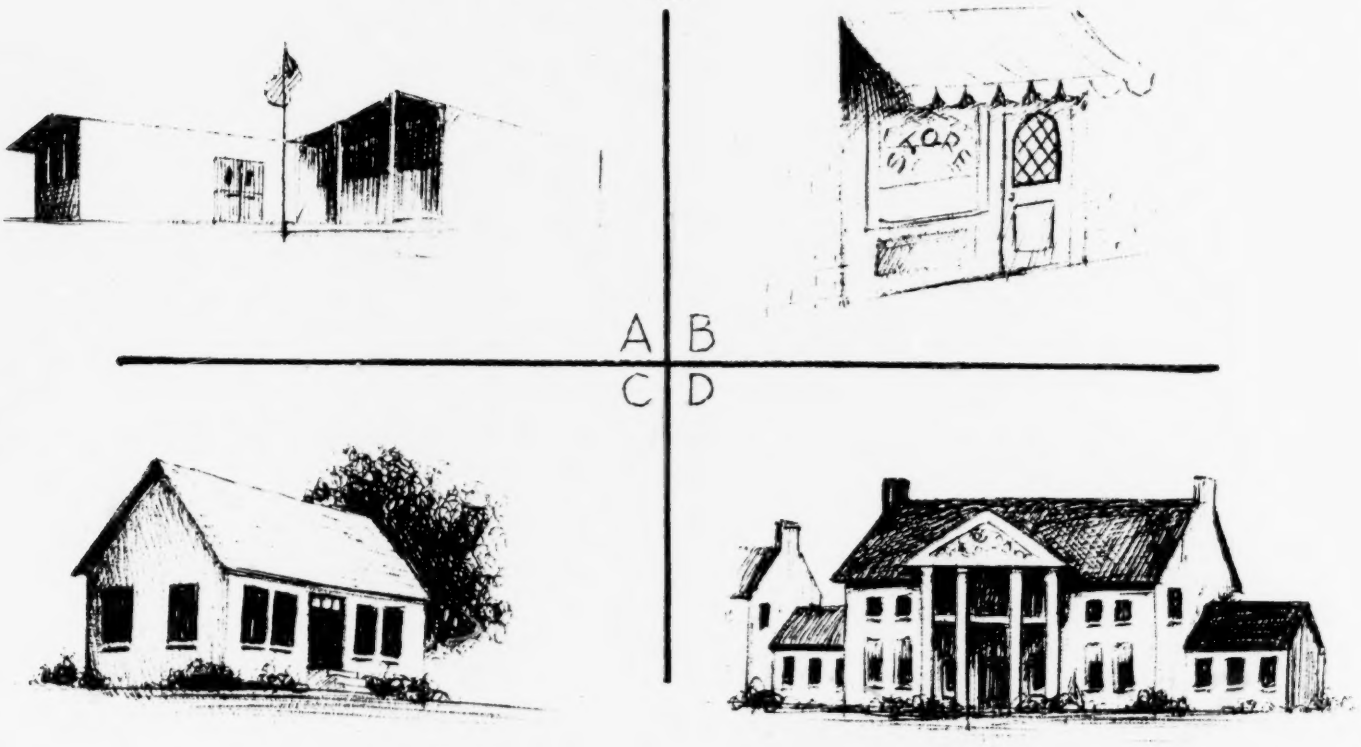
Test

1. La casa es pequeña. C
2. La tienda es pequeña. B
3. Es mi hermana Lupita. D
4. Es mi hermano Pepe. C
5. Mi hermano va a la escuela A

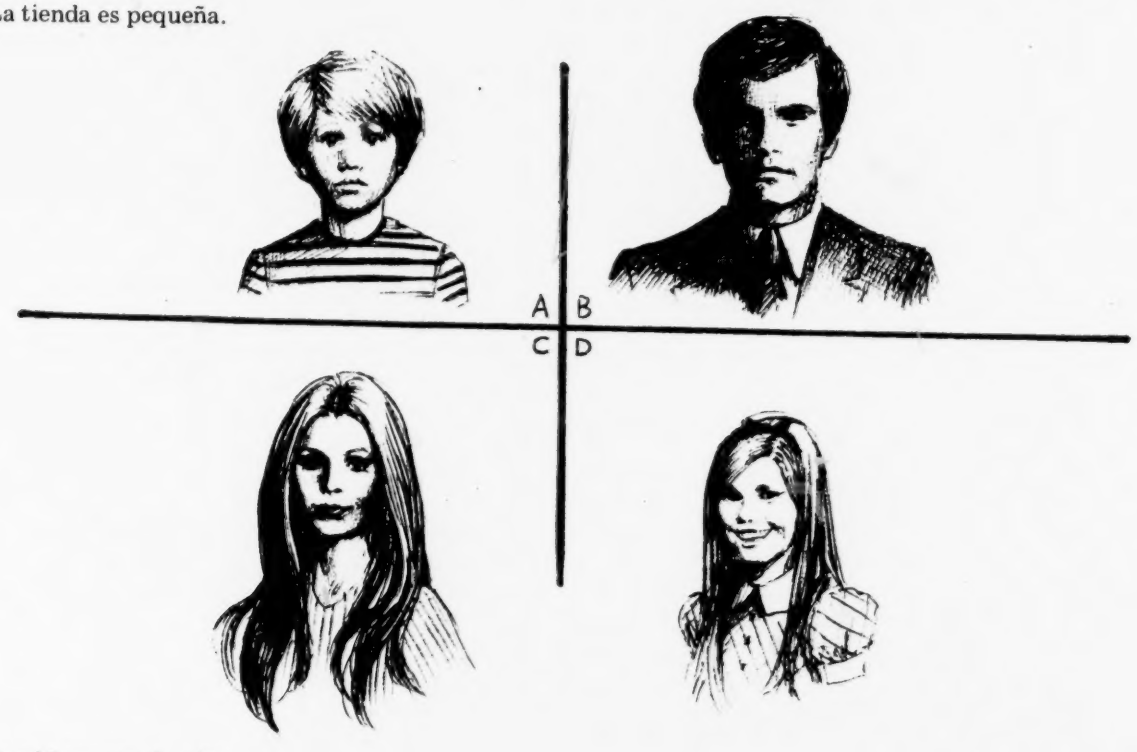


1. La casa es pequeña.

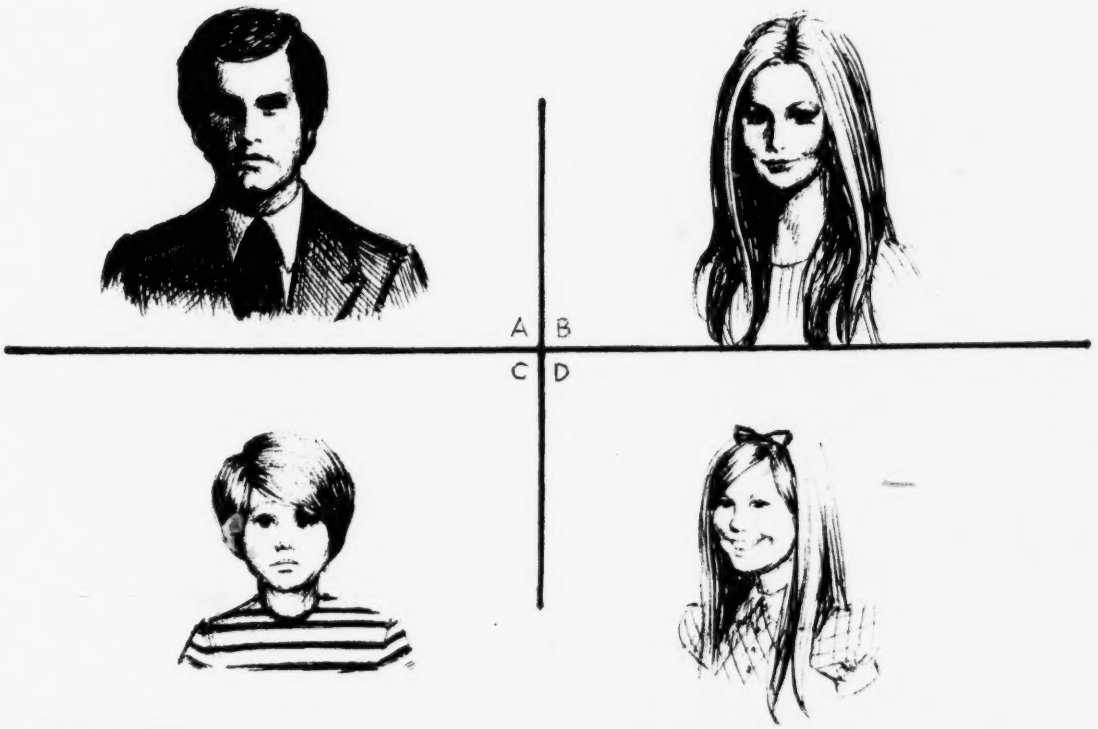
Test



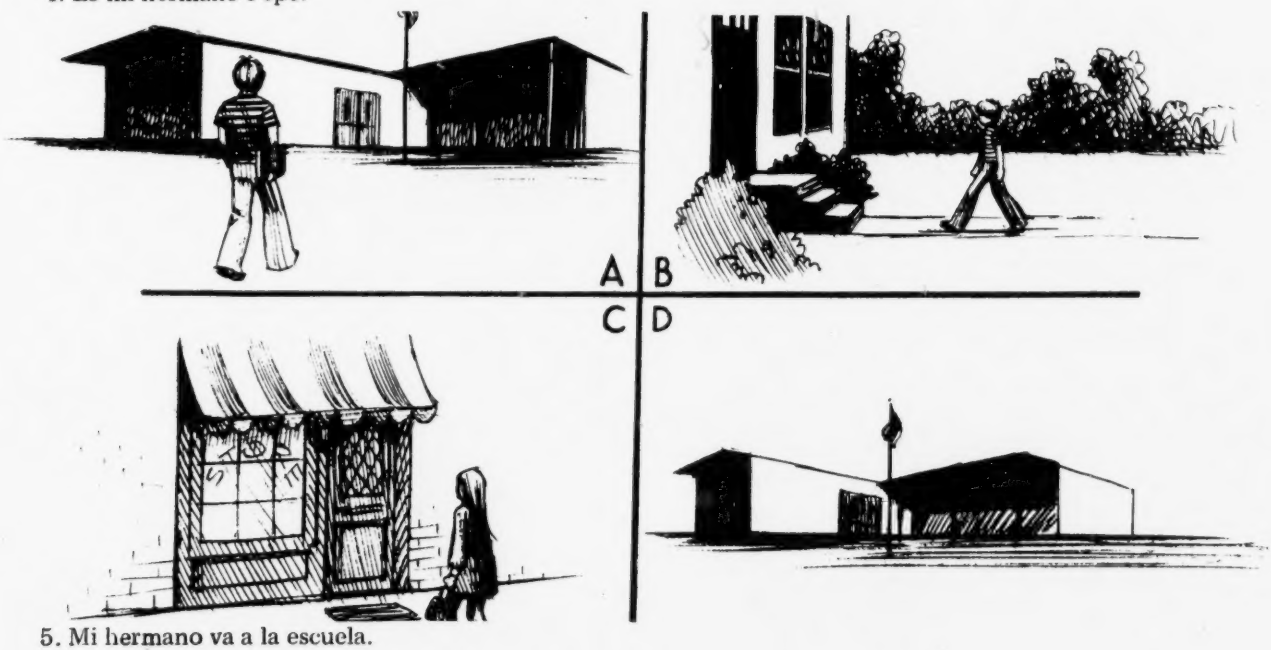
2. La tienda es pequeña.



3. Es mi hermana Lupita.



4. Es mi hermano Pepe.



5. Mi hermano va a la escuela.

THE ROLE OF FOREIGN LANGUAGES IN THE JUNIOR HIGH SCHOOL

Foreign language learning must fit into the overall junior high school learning program in such a way that it enhances the student's knowledge of himself and his world.

Most junior high students are not mature enough to choose the foreign language from which they will personally derive the most benefit in later life. This means that they often change to another language after two years of study.

They should be able to transfer the foreign language study skills developed during the initial introduction. Therefore, the first year program should be treated as an introduction to foreign languages.

Although foreign language is usually an elective, it must be pursued as seriously as a required subject, yet be enjoyed as much as an elective subject.

What The Junior High School Foreign Language Curriculum Should Include

The foreign language class activities must include whatever can be associated with the interest of the age group. In the case of a modern language, interest can be aroused by the latest fashions, current music, sports, and popular personalities of the foreign culture. Foreign magazines and newspapers should be a part of the classroom text material. Pattern drills and dialogues should include current-interest material. The classroom practices should be coordinated with as many other curriculum areas in the school as possible.

The Junior High School Foreign Language Student

At this age, the peer group is becoming important; however, parents and teachers can still influence the student more than they realize. At this age he is very social minded and still more flexible than the senior high student. He is constantly looking for approval and is socially insecure. While he is always trying new fads, he readily discards old ones. The typical seventh grader is very flexible, eager to participate, enthusiastic, and curious. Imitating is fun, and his inhibitions are few, while the typical eighth grader is becoming more inhibited; imitating is not so much fun; his enthusiasm is directed more toward peer group activities; he must be encouraged to participate; and he must be stimulated before he will ask questions.

Peer group approval is most important to the typical ninth grade student. He is interested in the opposite sex and is sensitive about it. Drill practices, unless very short, become boring and he expects assignments to be meaningful. He must feel that he is accomplishing something and that his efforts are justified. Fortunately he is ready for more independent study practices and takes a more serious interest in grades and achievement.

The Junior High School Foreign Language Teacher

Since the interests of the junior high school students are constantly changing, the teacher must be aware of these interests in order to associate them effectively with the foreign language. In other words, he must be flexible and willing to work at adapting the foreign language to the world of the junior high student.

Good classroom control is especially important at this level since new foreign language students require many teacher-directed activities. The teacher must know and understand the articulation of the foreign language program so that he will expose his students to activities which will enhance their past, present, and future learnings. He should be able to converse comfortably in the foreign language with native visitors to the classroom. Also, he should have a thorough understanding of language structure so that he can give his students a firm foundation for future language learning. The junior high school teacher must have a genuine interest in people, especially those of junior high age, as well as a great deal of patience and understanding.

Program Plan in the Oklahoma Schools

Plan A (Total Program)		Daily Class Period
Level I	Elementary Grades	15-25 Min.
Level II	7th & 8th Grades	30 Min.
Level III	9th Grade	1 Hour
Level IV	10th Grade	1 Hour
Level V	11th Grade	1 Hour
Level VI	12th Grade	1 Hour
Plan B		
Level I	7th & 8th Grades	30 Min.
Level II	9th Grade	1 Hour
Level III	10th Grade	1 Hour
Level IV	11th Grade	1 Hour
Level V	12th Grade	1 Hour
Plan C		
Level I	10th Grade	1 Hour
Level II	11th Grade	1 Hour
Level III	12th Grade	1 Hour
Plan D		
Level I	11th Grade	1 Hour
Level II	12th Grade	1 Hour

The Goals for Foreign Language Learning Based on Oklahoma Program Plans A, B. C. and D

Plan A

Students who have previously studied a foreign language should be allowed the opportunity to continue to strengthen their ability in the four skills: comprehension, speaking, reading, and writing.

Plans B, C, and D

At least one foreign language should be available to all students who wish to enroll and those who show language aptitude should be particularly encouraged.

The beginning level should be exploratory so that the student may have the opportunity to find out what language learning really is.

Plan A Level II (Refer to Program Plan)

This plan is recommended for schools that have offered an elementary foreign language program.

A Successful Transfer From FLES to Junior High

Evaluation of Ability

The seventh grade student may have begun language learning in the first, third, fourth, fifth, or sixth grade. This previous exposure has no doubt insured that the child has successfully passed through the language shock phase. This means that he no longer finds it strange or unnatural that people do communicate in another language and he is no longer inhibited at hearing his own voice in the foreign language.

The student has been exposed to a limited vocabulary and using simple dialogues involving very familiar situations. Quality and not quantity is usually the goal in the grade school program.

At this point the junior high school teacher should touch upon some of the material to which the child has been exposed. In other words, the teacher should begin with the known and work to the unknown. Therefore, the foreign language teacher should have a thorough knowledge of the material used in the FLES program.

Informal oral discussions in the target language (teacher-student, student-student) during the first week of school should allow the teacher to evaluate the ability of the class in general.

The teacher should not administer formal oral tests at this time. Such tests may emphasize to the student and his classmates what he does not know. Rather, evaluation should show what he does know. At this age and level, confidence is very important.

Successful learning experiences should help the junior high teacher determine at what level to begin with the student.

Curriculum

The basic text used at this level should be chosen with knowledge of the child's experience in the FLES program. Care should be taken so as not to duplicate material previously presented; however, there should not be a large gap between expected performance at the beginning of the seventh grade.

Much coordination is necessary to make a successful transition from grade school material to junior high school material.

Plan B. (Refer to Program Plan)

This plan is recommended for schools that begin the foreign language program in the junior high school.

A Successful Beginning

Evaluation of Aptitude

If possible, some manner of evaluating the student's language aptitude should be used. Many students have language aptitude, but have not developed an interest in languages because of lack of previous exposure. Students with language aptitude should be encouraged to enroll in a foreign language at this time (seventh grade).

Curriculum

Because the student at this age is becoming more socially oriented, the foreign language teacher should be able to teach the students some foreign language the very first day of school. A creative teacher using gestures and visual aids effectively will know how to keep explanations in English to a minimum.

When classes are conducted in English, or if the students are allowed to use English in the class, the

language shock phase will merely be prolonged, therefore, the language learning process will be slowed down unnecessarily.

Quality and not quanity is important at this learning level. For this reason, structure should be emphasized, using a small vocabulary so as to insure confidence and fluency without devoting too much time to learning new words which will be quickly forgotten when not used.

The text chosen for this level should be the basis for the six-year program and is the most important text of the series.

The junior high and the high school teacher should work together in the selection of this six-year program material so as to coordinate effectively the entire program.

The Basic Skills

The following information applies to all the program plans in Oklahoma. The only difference will be in the difficulty of the material. Also, the longer the sequence, the greater the ease of learning and the greater the proficiency achieved by the end of the sequence.

Comprehension — The class should be conducted in the target language and this will become the major method of teaching comprehension. There should be some formal presentations such as short stories, jokes, narrations, etc., from time to time to aid in the development of this skill.

Speaking — In the seventh grade, approximately 70% of the class period should be devoted to the development of speaking skills. Pattern drills, dialogues, and free conversation may be used. The student should be encouraged to make appropriate gestures when speaking.

The eighth grade may spend as much as 50% of the class period in oral practices while the ninth grade will devote approximately 30% of the time to this skill.

Reading — At the seventh grade level approximately 15% of the class time should be used to perfect this skill. Most of the reading will be over previously learned oral practices with classroom supervision.

At the eighth grade level, material not previously learned in the oral practices should be introduced gradually. More independent reading skills should be developed, but there should still be classroom supervision of new material, using approximately 25% of the class time for this activity.

Approximately 35% of the ninth grade class time is used for this skill. These students should be ready to sight read new material and should be encouraged to practice this skill.

Writing — Students in the seventh grade should practice writing from exercises related to oral practices. They should be able to construct answers to questions using previously learned patterns. Approximately 15% of the class period should be allotted to this skill.

Eighth grade students should continue writing practices basically the same as the seventh grade, while expanding the vocabulary and difficulty of sentence structure during approximately 25% of the class period.

Ninth grade students will spend approximately 35% of the class period in writing answers to questions over previously studied material, constructing paragraphs, short stories, and dialogues.

Grammar — For most seventh grade students this will probably be the first encounter with the foreign language grammar and it should be presented in the target language.The teacher should exercise caution to guard against a deep involvement in grammar which may require explanations in English.

Grammar should be learned first orally through pattern drills. At this point students may know how to complete a grammar drill, but they may not know the rule, nor should they be burdened with it.

When grammar explanation is delayed until it can be comprehended in the target language, in most instances it will be after the student has a good knowledge of the grammatical structure in his native language. In other words, most seventh grade students do not fully understand verb conjugations, demonstrative adjectives, objects of a preposition, etc., in their own language. Although it can be taught, it can prove to be a long and frustrating process for teacher and student. It can become a short and easy task if postponed until the eighth grade.

Isolated recognition of verb forms should begin about the second semester of the seventh grade. The student should be aware of the differences in spelling of verbs according to person and number.

A more formal introduction in the target language of grammar may be made at the eighth grade level. Grammatical terms should be presented and used in the target language in such a manner that the student will use the terms freely.

New material should not be presented until class evaluation shows that most of the class has mastered the previous grammatical structure. For example, can most of the class successfully use a designated verb in the designated tense in both oral and written exercises?

The basic text used will determine the grammatical material which may be covered at this level.

By the ninth grade, the student should have been exposed to all tenses, moods, and cases; although, he may need intensive practice with more difficult grammatical structures.

The varying ability levels will become very evident at this stage and the teacher must begin to give more individual attention when necessary.

Lesson Plans
(Plan B, Level I)

First Day

1. Greet the class using the foreign language

2. Call the roll using the foreign language version of the first names and the original last name.

3. Teach the basic daily greeting (teacher-class)
   -G' od moringing (Good afternoon)
   -How are you?
   -Fine, and you?
   -Fine.

4. Teach the numbers 1-10

5. Teach one (very easy) song.

Most foreign language students are eager to learn and use the foreign language. Give them something to take home the very first day.

Second Day

1. Repeat greeting
2. Same as first day
3. Same as first day (teacher-student, student-student) Allow volunteers to present this greeting to the class. Assign this dialogue to students for the next day.
4. Teach numbers 11-25
5. Review song
6. Begin a new dialogue

Third Day

1. Repeat
2. Repeat
3. Allow students to present greeting dialogue to the class, using a partner.
4. Review numbers and allow volunteers to call them
5. Review song
6. More practice on the dialogue.
7. Begin formulating class objectives with the students:
   (a) What do we want to learn this year?
   (b) What is the most efficient manner of attaining this goal?
   (c) How can we improve and develop oral proficiency in the language?
   (d) How can we help each other?

Fourth Day

1. Repeat
2. Repeat (This may be continued for a week to help students with pronunciation of the names)
3. Repeat
4. Review (Use flash cards that are not in numerical order.)
5. Students should be ready to act out the dialogue which has been practiced for two days and apply it in a meaningful way, using appropriate gestures and facial expressions.

Fifth Day

1. Repeat
2. Repeat
3. Repeat
4. Review

5. Introduce a foreign language game which will aid the students in a skill needed at this time. Bingo will provide a meaningful practice for the numbers.

As the teacher will see from the lesson plan, the lesson plan for the first week deals entirely with practicing the comprehension and speaking skills. The following lesson plan may be representative of the eighth week of instruction.

Eight Week

Monday

1. Greet the class

2. Allow students to take turns giving the official daily greeting and asking daily questions such as the following:
   (a) What is today, tomorrow?
   (b) What is the date?
   (c) What is the weather?
   (d) Who has a birthday?
   (e) Who is absent?

3. Students are presented with a written form of a dialogue which they have learned orally about three weeks previously.

   While students look at the words, the teacher or tape models the reading.

   Questions are answered about some of the different pronunciations. Students read chorally. Then the teacher again models particular lines when students appear to have difficulty.

   Students are allowed to volunteer to read for the class. Then the exercise is assigned as a reading exercise to be formally evaluated for correct pronunciation within a day.

Tuesday

1. Repeat

2. Repeat

3. The teacher again models the reading exercises and answers questions. Students read chorally and the teacher allows volunteers to read for a grade.

4. Students are assigned the same dialogue as an outside writing exercise. Unusual letters, special markings, spelling, etc., are discussed.

Ideas for Field Trips for Foreign Language Classes

1. Make arrangements for a visit in the home of a family of native speakers of the foreign language being studied.

2. Visit a restaurant that specializes in the food of the foreign culture.

3. Visit the community library to find books dealing with the foreign country and its language.

4. Search for nearby museums that include material related to the foreign language of your class.

5. Point out architectural structures of foreign design which may be especially interesting to boys.

6. Make a foreign travel or study program available to interested students.

7. Take advantage of local or nearby concerts, ballets, theatrical productions and such programs that deal with the foreign culture.

8. Ask local movie houses to schedule a foreign film. Notify students of foreign language movies scheduled on educational television.

Games suitable for the Junior High Level

Spelling Bee

Divide the class into teams. Use vocabulary from the text. Spellers must use the foreign language alphabet.

Silence

Students count rapidly around a circle. The student who would normally say "7", or a number divisible by 7, will say "silence" in the foreign language. The student in the game the longest period of time wins.

Who Am I?

The identity of the player is pinned on his back. He must find out who he is by asking "yes" or "no" questions of others. Several players should participate in each game. The first one to guess who he is wins.

Simon Says

Play this game the same as in English, except commands would be given in the foreign language. Anyone obeying an order not given by Simon is out of the game.

Gossip

Divide the class into two teams. Give each team a simple phrase in the foreign language. The last person receiving the message must write it on the board. The version closest to the original wins.

Bingo

Numbers and colors are called out in the foreign language. The teacher may find it beneficial to make her own set of cards. Different sets of cards for different ability groups are very helpful.

How Does Culture Fit Into The Foreign Language Class?

Culture should be a part of the everyday class activities. Gestures and handshaking are examples.

As material is covered in the foreign language dialogues, the points of culture should be discussed at that time. This would include such things as eating habits, dating customs, and holiday celebrations. Practically all dialogues in the basic text will touch on these points, and it is the responsibility of the teacher to develop these cultural aspects.

Visual Aids and Their Place in the Curriculum

Visual aids are one of the most important tools for teaching a foreign language. They aid the student in comprehension without translation.

Successful foreign language teachers have a storeroom of visual aids and they constantly replenish the supply with new and better ones. Every student should be able to see all visual aids. Teachers should learn a lesson from commercial advertisements in local stores.

Movies, filmstrips, transparencies, large pictures, large maps,and other realia are some of the necessary equipment for a foreign language room.

Interesting bulletin boards are effective teaching aids and should be changed often.

Suggested Discipline Practices

Classroom control is very important to foreign language learning.

There must be a relaxed atmosphere so that students will feel comfortable practicing the language freely without hesitating when unsuccessful with new sounds.

At the same time, learning activities must be carefully directed so as to use the short practice time effectively.

All discipline must be with a positive approach. This means the teacher must be so well organized, with activities so well planned, that formal discipline will be unnecessary because of high student interest.

An interesting class and a dynamic teacher will discourage discipline problems.

A positive attitude toward the language class and language learning is a must for success.

The teacher should find the cause of any discipline problem and seek a solution as quickly as possible.

Suggestions for Individual Differences

In the advanced classes, there must be provision for the various levels of ability. Although many group practices are provided in the beginning stages, there must now be more allowances made for individual progress.

Monologue

Each day a different student may open the class period with the official greeting, various daily questions, and a brief monologue which he can make as easy or as difficult as his ability allows.

He might be graded on the number of tenses successfully used, organization of thoughts, and ability to communicate effectively.

Writing

Dialogues, paragraphs, and short stories provide an opportunity for creating according to individual ability.

Conversation Period

Allow 20 minutes in which the entire class carries on a conversation. Students may volunteer contributions one at a time.

Student Helpers

Small groups may work on assignments with a designated leader in each group. The capable leaders can help other students, thus freeing the teacher to work with students who have more serious learning problems.

Oral Reports

Periodic oral reports should allow students the opportunity for independent work on different projects.

Suggested Professional Reading For the Junior High School Teacher

Farmington Board of Education. French: Foreign Language Curriculum Guide, Grades 7-12. Farmington, Conneticutt. 1966.

Finocchiaro, Mary. Teaching Children Foreign Languages. New York: McGraw-Hill Book Company. 1964.

Green, Jerald R. A Gesture Inventory for the Teaching of Spanish. New York: Chilton Company. 1964.

Grobe, Edwin. 175 Activities for Foreign Language Classes. Portland, Maine: J. Weston Walch. 1969. (paperback)

Jay, Charles, and Pat Castle, eds. French Language Education: The Teaching of Culture in the Classroom. Springfield, Illinois: State Office of the Superintendent of Public Instruction. 1971.

Jones, Willis Knapp. Mastering Spanish. Portland, Maine: J. Weston Walch. 1966. (paperback)

Lado Robert. Language Teaching. New York: McGraw-Hill, Inc. 1964.

Lindell, Ebbe, and Horst Lofgren. Instructional Methods in German. Malmo, Sweden: School of Education. 1970.

Lubera, Gene T., et al. Course of Study for Modern Foreign Language (Spanish, French, German) and Latin: Grades 6-12. Middletown, Ohio; Middletown City School District. 1970.

MacRae, Margit. Teaching Spanish in the Grades. Boston: Houghton Mifflin Company. 1957.

Rivers, Wilga. Teaching Foreign Language Skills. Chicago, Illinois: The University of Chicago Press. 1968.

Smith, Gordon E. Russian Language Materials for Senior/Elementary and Secondary Schools: An Annotated Bibliography. Toronto: Ont. Instruction for Studies in Education. 1971.

Wagner, Rudolph. Lingua Games. Portland, Maine: J. Weston Walch. 1958. (paperback)

Willes, Burlington. Games and Ideas for Teaching Spanish. Palo Alto, California: Fearson Publishers. 1967. (paperback)

Azfra, J. Carlos De. 62 Suggestions To Improve Classroom Discipline. West Orange, New Jersey: The Economics Press, Inc. 1968.

Songs Suitable for the Junior High School

(German)

Hoch soll (sie) leben,
(er)

Hoch soll (sie) leben,
(er)

Dreimal hoch!

Stille Nacht, Heilige Nacht!

Stille Nacht, heilige Nacht!
Alles schläft, einsam wacht
Nur das traute, hochheilige Paar.
Holder Knabe im lockigen Haar,
Schläf in himmlischer Ruh!
Schläf in himmlischer Ruh!

Stille Nacht, heilige Nacht!
Hirten erst kund gemacht
Durch der Engel Halleluja
Tönt es laut on fern und nah:
Christ, der Retter, ist da,
Christ, der Retter, ist da!

Stille Nacht, heilige Nacht!
Gottes Sohn, o wie lacht
Lieb' aus deinem göttlichen Mund,
Da uns schlägt die rettende Stund'
Christ, in deiner Geburt,
Christ, in deiner Geburt!

(French)

Belle Nuit, Sainte Nuit

Belle nuit, Sainte nuit
Tout s'endort, plus de bruit
Veille seul, couple sacré,
Doux enfant aux fins cheveux
Clos tes yeux et repose
Sous tes yeux vigilants.

Belle nuit, Sainte nuit
Dans les champs, les bergers
Par les anges avertis
Font partout retentir leur voix
Le sauveur vient de naître
Le sauveur est là.

Alouette

Alouette, gentille alouette,
Alouette, je te plumerai.
Je te plumerai la tête'
Je te plumerai la tête'!
Et la tête'! Et la tête'! Oh!

Alouette, gentille alouette,
Alouette, je te plumerai.

Frere Jacques

Frère Jacques,
Frère Jacques,
Dormez-vous?
Dormez-vous?
Sonnez les matines,
Sonnez les matines,
Din, din, don
Din, din, don!

(Spanish)

Noche de Paz

Noche de paz, noche de amor,
Todo duerme enrededor.
Entre los astros que esparcen su luz.
Bello anunciado el niño Jesús,
Brilla la estrella de paz,
Brilla la estrella de paz.

Fray Carlito

Fray Carlito, Fray Carlito,
Duermes tú,
Duermes tú,
Toca la campana,
Toca la campana,
Din, din, don,
Din, din, don!

Las Mañanitas

Estas son las mañanitas que cantaba
el Rey David,
Y a las muchachas bonitas se las cantaba así.

Despierta, mi bien, despierta!
Mira, que ya amaneció!
Ya los pajaritos cantan,
Ya la luna se ocultó.

Supplementary Learning Activities

In addition to the programed text material, supplementary activities may be used to reinforce learning.

Songs provide a good way to teach difficult pronunciation practices. When using songs for this purpose, they should first be presented as an oral practice.

Poetry is helpful with pronunciation also. Proverbs can help build vocabulary and the understanding of idiomatic expressions.

Games are a pleasant way to practice something that might normally require endless drill, such as numbers, alphabet, etc.

A joke or riddle day will encourage students to communicate in order to make their presentation effective.

Culture notebooks enhance interest and can be completed outside of the classroom.

Pen pals in foreign countries give students a personal incentive to develop individual skills in the foreign language.

Foreign visitors, who use the foreign language, provide the students with an added incentive to practice difficult grammatical structure and increase vocabulary during the question and answer period.

Realia week will allow each student to share with the class some article which has a personal value. (Realia is anything of a tangible nature that represents the foreign culture.)

Translations of Pep Club Yells

Dame verde, dame verde, dame verde, verde, verde.
Dame blanco, dame blanco, dame blanco, blanco, blanco.
Dame verde.
Dame blanco.
Verde.
Blanco.
¡Ole!

Donnez-moi bleu, donnez-moi bleu, donnez-moi bleu, bleu, bleu.
Donnez-moi or, donnez-moi or, donnez-moi or, or, or.
Donnez-moi bleu.
Donnez-moi or.
Bleu.
Or.
Bravo!

Die erste Gruppe.
Rot siegt! (Klatschen Sie zweimal!)
Die zweite Gruppe
Blau siegt! (Klatschen Sie zweimal!)
Rot siegt! (Klatschen Sie zweimal!)
Blau siegt! (Klatschen Sie zweimal!)
Rot.
Blau.
Rot.
Blau.
(eine Kleine bause)
zusammen
Siegt!
Siegt!

TEACHING CULTURE

Teaching a foreign language without culture is like teaching art without color. One can teach the mechanics and techniques perfectly, but one cannot show the real beauty of the language without describing its peoples and their daily way of life with its background of art, histroy, music and literature.

No student walks into a foreign language class just to learn how to conjugate verbs, put sentences together and make conversation. He is there because he is interested in the Spanish bullfights, the German castles, Maurice Chevalier or the Forum in Rome. Boredom sets in when verbs outweigh the verve, and grammar begins to be a grind. Inserting a cultural unit for quick motivation is of real value. A teacher need not feel apologetic about this level of usage. Language teachers are learning that cross-cultural comparisons can be a most effective means of imparting the feel of a foreign idiom to their students.

In addition, cultural learnings encourage the student to pursue his studies and justify them: contact with a people and their way of life. In this age of the Peace Corps, of VISTA, of social action groups seeking people-to-people contact, students are eager for exposure to other cultures. The language teacher who suceeds in helping a student to look objectively at another culture -- to accept it on its own terms for what it means to its own members -- is giving that student the tools and the insight to accept all cultures. Isn't that one of our goals in foreign language teaching?

What is culture? The definition of this term is a problem in itself. The traditional definition, of course, is the art, history, music and literature of the mother country. But a more current definition for language teachers must be expanded not only to include the everyday way of contemporary life, but also to encompass areas other than the mother country. As one French teacher put it, "Our students are more attracted to the exotic of French-speaking West Africa than to the magnificence of Louis XIV's court."

This expanded definition presents a problem to teachers. It is not difficult to research art, music, history and literature, but how does one research contemporary life, especially in all corners of the globe? For some, travel in Mexico, even in Europe, is possible but that will not expose the teacher to private aspects of living, such as family relationships, dating, school situations, etc. It is also difficult to get materials concerning areas other than the mother country.

Subscriptions to current foreign publications bring some revelations on politics, the cinema, and international situations. Paris Match, a French equivalent to Life, offers an excellent student subscription rate of $4.00 for bi-weekly issues from September to May. This year's issues have included articles on Jane Fonda, Maurice Chevalier, the use of the Kidney machine, and Paris fashions, to name a few.

Better yet, subscribe to a foreign teenage magazine. Use the articles and pictures as a basis for class discussions on comparative teenage interests. Do you have a class full of potential political debaters? Use magazines like L'Express (a French magazine like Time) to find debatable material such as the foreign opinion of the United States' involvement in Viet Nam. Let your better students who need something additional to keep them interested select articles to bring to the class as a report or as a student-directed discussion.

Advertising and cartoons from the native magazines can be posted around the room and expand both cultural knowledge and vocabulary without ever being referred to specifically. Scholastic magazines attempt to present aspects of contemporary life on the various language levels, and are sometimes easier to use in the earlier years of foreign language courses.

Other publications can be useful, too. Use a foreign equivalent of a Sears and Roebuck catalog, e.g., Quelle or Nechermann catalog for the German classroom to show and contrast in size and quality the equivalent items in the middle class, foreign home. An additional advantage here is few regionalisms exist in these catalogs because they are distributed throughout a large area.[1]

[1] Helen Loew. "The Teaching of Culture as Part of the Daily Lesson: Reassessment, Reevaluation, Reorientation..." New York: Accent on ACTFL, Volume 2, Number 3, February, 1972. Page 7.

Other ramifications of daily living can be covered through the use of various props. The monetary system can be taught and discussed through the use of money packets purchased at banks. Make paper and cardboard play money to use in stores, banks or post offices which simulate conditions found in foreign countries. You have not only accustomed them to the foreign exchange, you have taught them additional vocabulary, too. And how can they buy anything at the store without also learning the metric system of weights and measures and the system of sizes used in other countries? Of course, postage stamps are easy to work in here. Many local shops carry packets of foreign stamps.

When you have finished shopping, go eat! Use menus gleaned from local or foreign restaurants, or make one yourself. Use the home economics room to cook some foreign dishes. Talk about the regions from which the foods come or the history behind them. Have a cheese or wine tasting party. Have a progressive dinner or meal at a class-decorated cafe. One group once decorated a church recreation hall to resemble a French cafe: posters on the walls, small tables with checkered tablecloths, bottles with candles in them, a fake awning attached to the wall over the snack bar, waiters appropriately dressed, menus with several choices, and French music in the background.

Use role-playing to show how to buy a train ticket, how to read a train schedule, how to ride the Metro in Paris, or how to read the bus-line maps. (Transportation companies and the AAT's are good sources for this realia.)

Let enterprising students make a calendar and note the events of importance on the various dates (births, deaths, holidays, historical dates, etc.). Start each class day with a brief discussion on the day's significance. The students will assimilate culture and improve their conversational skill at the same time. Celebrate the major holidays, whether it is simply to say how and why they celebrate those particular days or whether it is to go into a full-blown Mardi Gras, Meifest or Fiesta.

The study of gestures is a worthwhile effort. Watching a person speak is frequently as interesting as listening to him. The study of gestures is fast becoming a science. Canfield's collection of Spanish gestures, postures, and facial expressions is available in a packet containing slides and tapes.

Some aspects of foreign culture are soon coming to our doorstep. We will soon be using the metric system. The international road signs are already beginning to appear. Have students make replicas of the most common road signs and post them about the room for a week or so. Then take them down and include a few on your next test to see if they have learned their meanings. Take time to explain the requirements for an international driving license.

Contemporary culture can also come from live sources. Natives can bring a wealth of knowledge to the classroom and have the additional value of being able to answer questions. These can include businessmen transferred to the community for temporary experience by international corporations, war brides, exchange students and foreign college students. (Note: Check these people out yourself before inviting them into your classroom. Some are poor speakers or have radical viewpoints. They may do more harm than good.)

A shortwave radio set can provide an opportunity to tape news broadcasts, popular music, etc. Exchanging tapes with classes in the foreign countries is very rewarding. It is interesting not only to hear what is sent to your classroom, but also to see what your class selects to send abroad. On a person-to-person basis, pen pals are always enjoyed. Encourage students to bring the letters to class to share.

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[2] Spanish with a Flourish, AATSP Cultural Unit I. 1968. See current Hispania for ordering information.

Of course, tours to the native countries are invaluable, but also expensive and time-consuming. However, do not underestimate the students' abilities to overcome these limitations. An up-and-coming facet of this is the birth of language camps wherein the student can have an intensive cultural experience at much less expense and in a shorter length of time. Be sure to check out thoroughly all tour and/or camp associations before recommending them. Their quality varies.

It is easier to bring classical culture to the classroom than it is to present contemporary culture. Music, art, architecture, monuments, history -- all are easy to research. However, one must emphasize the cultural aspect of the presentation rather than the factual one. The presentation must be concise and free from excess details. Only small morsels can be digested and retained. For instance, introduce brief information on Renoir, show some of his paintings, explain briefly impressionism. Do not try to cover all impressionistic artists or all of Renoir's life and contributions to art or all of his paintings.

Folklore has a definite place in culture. Under this topic one finds folk dances and songs, folk games, anecdotes and legends. Proverbs can frequently be used to bring about further understanding of the foreign thought patterns as well as provide a built-in repertoire of correct syntactic and morphological patterns. For instance, the student familiar with the proverb "Il faut qu'une porte soit ouverte ou fermée" will have little difficulty remembering that il faut que is followed by soit instead of est. Proverbs may also be used to focus on certain pronunciation problems. A teacher wishing to drill the sound /r/ might use such proverbs as: "Rira bien qui rira le dernier." "Qui terre a guerre a." "Qui ne risque rien, n'a rien."[3]

A much neglected aspect of classical culture is the teaching of literature. Too often teachers relegate the study of literature to the advanced classes of language courses. Yet there are poems, maxims, and literary excerpts which can be used at the first year level. Mimeograph your literary selections so that at the end of the year the student has an anthology at his own level of comprehension. Indirectly it gives him a foretaste of what his studies hold for him if he perseveres. Indeed it encourages him to do so.

The teaching of literature presents a dual advantage and a dual problem. One gains a deeper cultural understanding through the knowledge of literature, but one also lacks a complete comprehension of the material without a background of humanities, philosophy, history, and cultural inferences of the vocabulary. However, sensitive literary analysis can reveal insights into cross cultural antagonisms that often cause misunderstandings.

Some tools of cultural presentation apply equally well to both calssifications. Every language classroom should be filled with posters, and display the flag or flags of the nations speaking that language. Depending on space and facilities, the teacher can bring figurines, dishes, cuckoo clocks, steins, piñatas, hats, shoes, models of monuments like the Eiffel Tower, wine bottles, perfume bottles, miniature cars or buses, kiosques, Christmas decorations, etc. Remember that students sit in your classroom day after day staring at the bulletin boards and the realia in the room. Make this an inadvertent learning experience.

Use a spare bookcase to collect readers, other textbooks, books, magazines, comic books, newspapers, etc. Place it so that students who have finished assignments can use it easily without disturbing the class. If you can manage to get a small room (perhaps adjacent to the library), you can put together a language lounge, as did the foreign language department at Tulsa's Nathan Hale High School.[4] This lounge has books, magazines, realia, tapes and records. Students are permitted to browse at their leisure, read the books or listen to the tapes or discs. They are no longer limited to their class time for cultural exposure.

Needless to say, there is literally no end to sources of films, filmstrips, slides, commerical maps, overhead projection materials, and reading materials on culture. Many workbooks now contain cultural lessons in the back (Amsco, Cambridge) which make good background reading for further classroom presentation.

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[3] Genelle Grant Morain. "French Culture: The Folklore Facet". ERIC Focus Reports on the Teaching of Foreign Languages. MLA/ACTFL Materials Center. 1962. p.4.

[4] Alden O. Smith. "Environment and Involvement". The Oklahoma Teacher. January, 1965. Pages 18-19, 49.

Student-made scrapbooks and notebooks can be used to great advantage below high school level. Contents can include current events, recipes, magazine articles, pictures, stamps, post cards, sketches of costumes, maps, and anything else you may deem pertinent.

Games are often good tools. Mille Bornes (a French card game) teaches highway vocabulary and accustoms the students to the French highway markers. Monopoly now comes in French, Spanish and German.

Clubs can be great source of cultural enrichment. After-school activities can include movies, plays, relevant meetings (Alliance Française, etc.), field trips, or holiday celebrations. Helen Carney's programs (VOCAW and ECHO) are excellent club activities.[5] High school students visit the elementary classrooms to present programs on the various languages and their cultures. There is much enthusiasm to be gained when each one teaches one.

Many cultural projects are possible for individual students or for small groups. Some suggestions are:

--Who's Who: Student picks a renowned figure of the past or present to develop in whichever manner he may choose (written report, class lecture, poster, presentation of works, etc.)

--Original poster: Student prepares a large poster showing the lineage of kings, the countries around the globe where the language is spoken, or reproductions of French cartoons, etc.

--Scenes or speeches from plays (good for your drama students).

--Debates on current topics of special interest.

--Original skits depicting contemporary scenes or historical events.

--Musical presentation (solos or groups) of contemporary, folk, or classical music.

--Dressing dolls in regional or historical costumes.

--Mock-ups (the king's bedroom at Versailles, a Roman military weapon, a Spanish village, etc.).

--Arrangements for display or bulletin boards.

--Maps showing historical growth of native country, provinces or regions of the country.

Many more items can be added to this list.

If at all possible, work cultural material into daily work. Do not isolate it from grammar. Oral exercises, reading selections, theme topics, materials for paragraph writing can all be used to reinforce cultural material previously studied.

One of the drawbacks of cultural instruction is the problem of testing it. First decide if it has to be tested. If you must test the material, be sure that you do not test the student's grammar instead of his comprehension of the subject matter. Use matching or multiple choice, or ask questions that can be answered easily with the vocabulary mastered (both the spelling and the meaning) during the cultural study.

It is time that we accept frankly the fact that most of our students will never again study foreign languages after they leave our classrooms. As time passes, they will lose their accents, their vocabulary, and

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[5] For further information, see Helen Carney, "VOCAW and ECHO: Advertising Foreign Languages". Foreign Language Annals, Volume 4, Number 1, October, 1970. Pages 57-61.

their reading and writing skills. It is the cultural exposure that will stay with them the longest. We are educating students for a world where tolerance and understanding of the ways of life have become increasingly important. Gretta Hardin has said it well . . .that foreign language has something profound to contribute to the lives of its student . . a shattering of old thought patterns, and an exposure to new ones; . . . that a person who has been exposed to a skillfully taught course in a foreign language will never think in precisely the same manner again ... that he will have a different outlook toward his fellow man, a different way of approaching problems, and a different view of himself as a member of the human race.[6]

That's what teaching culture is all about.

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[6] Gretta Hardin. "Objectives for Teaching Foreign Language". Inservice Educator. May, 1972. Page 10.

EVALUATION

WHY TEST?

A test shows a student what a teacher thinks is important.

A test shows a student what he can do.

A test helps a student remember what he has done.

A test helps a student organize what he knows about a language.

A test helps a student organize what he can do with a language.

A test points out what skills need to be developed.

A test points out what a student needs to review.

A good test does all of these things.

Tests test teachers, too. (See Accountability page 39.) However, a good teacher tests in order to increase the student's chance of learning a language.

As one teacher said, "When I first heard about a course on testing, I really didn't think I would be very interested. I thought I knew everything I needed to know in order to write and give a test. And, I was right, so far as I went. I could give a test, but giving a good test was something else again.

"If I make out a good test I have to ask myself many questions -- "What am I trying to measure?" "What is the best way to measure it?" and, finally, "Have I measured what I set out to measure?"

Another teacher said, "I feel that a new teacher needs a book of requirements for forming a test, and examples of tests for all skills, listening, speaking, reading, and writing. It would help a teacher to see samples of tests testing specific skills so that he could be aware of this and avoid a tendency to be too general."

Here is our list of Do's and Do Not's:

Do	Do Not
test one thing at a time.	test what you did not intend to.
put easy questions first.	destroy his enthusiasm.
reinforce what student has learned.	test something you have not taught.
let the test teach.	teach the test.
review objectives.	give a spelling test to test listening.
Give the student credit for speaking the foreign language.	give a grammar test to test speaking.
	forget your objectives.
give the student credit for listening comprehension.	use English except for directions on first level.
use the language the student is studying.	
let the student show what he knows.	test comprehension with a word list.
let the student prove what he can do.	forget the student's performance objectives.
relate the language to the world.	
make room for the student's imagination.	forget the student's life.

LISTENING:

Tests for sound discrimination:

I. Circle sound you hear:

SEE	HEAR	WRITE
1. r rr	1. pero	1. r rr
2. d th	2. dona	2. d th
3. r rr	3. perro	3. r rr
4. d th	4. cada	4. d th
5. n n	5. cuna	5. n n
6. n n	6. luna	6. n n

II. You will hear 10 sets of two words.
Each word has 2 syllables.
Put a check over the stressed syllable.

	HEAR	SEE AND WRITE
1. hable - hablé	hable - hablé	hable - hablé
2. toco - tocó	toco - tocó	toco - tocó
3. paso - pasó	paso - pasó	paso - pasó
4. tomé - tome	tomé - tome	tomé - tome
5. habló - hablo	habló - hablo	habló - hablo
6. pinto - pintó	pinto - pintó	pinto - pintó
7. tomo - tomó	tomo - tomó	tomo - tomó
8. cantó - canto	cantó - canto	cantó - canto
9. baile - bailé	baile - bailé	baile - bailé
10. nado - nadó	nado - nadó	nado - nadó

SOUND DISCRIMINATION:

III. You will hear 10 words.
You will see 3 words for each word you hear.
Undersline the word you hear

SEE	HEAR	WRITE
	1. mi	1. mi me may
	2. iba	2. Eva uva iba
	3. cuanto	3. Cuando cuanto cuatro
	4. pido	4. pido pudo pelo
	5. pera	5. para pura pera
	6. quiso	6. caso quiso queso

	7. sepa	7. sepa sapa sipa
	8. fui	8. fui fue fua
	9. sexta	9. cesta siesta sexta
	10. ona	10. una Ana ona

DISCRIMINATION:

IV.	SEE	HEAR	WRITE
		Elle est ici.	
		a. Il est ici	a. _____
		b. Il est asis	b. _____
		c. Elle est assise	c. _____
		d. Elle est ici	d. _____

Plate No. 1*

a. Elle cherche le cahier	a. _____
b. Elle change le cahier	b. _____
c. Elle chante la chanson	c. _____

V. For each number below you will see two words. You will hear one of these words spoken. Indicate which one was spoken by putting the letter of that word in the blank to the right.

SEE		HEAR	WRITE
Example: a. nicht	b. nichts	(nichts)	b.
1. a. neun	b. nein	(neun)	1. _____
2. a. sitzen	b. setzen	(setzen)	2. _____
3. a. dann	b. denn	(denn)	3. _____
4. a. sehen	b. zehn	(zehn)	4. _____
5. a. seid	b. Zeit	(seid)	5. _____
6. a. dick	b. dich	(dich)	6. _____
7. a. Sohn	b. Sonne	(Sohn)	7. _____
8. a. wenn	b. wen	(wen)	8. _____
9. a. See	b. sieh	(See)	9. _____
10. a. den	b. denn	(denn)	10. _____

*Drawings in the testing section are intended to be xeroxed and made into transparencies for use on the overhead projector. Cartoons not only eliminate need for English in testing, but can also stimulate class discussions in the language being learned in an atmosphere where attention is on the subject of conversation rather than on the speaker.

Most pictures were selected because there was a narrative inherent in them which could take students into something more than merely naming words. Relating a narrative, however short or simple, involves the imagination of the student and takes him toward use of the new language in a real-life situation. If your students draw lively pictures which hint at a story, please share them.

Plate I

LISTENING:

Listening Comprehension:

Choose an appropriate response to each question

I.	SEE	HEAR	WRITE
		1. ¿ Cómo está? (c)	a. Hasta Mañana. b. Estoy aquí. c. Bien, gracias.
		2. ¿ Tienes tu libro? (b)	a. María tiene un libro. b. Sí, lo tengo. c. No tengo lápiz.
		3. ¿ Cómo se llama usted? (c)	a. Se llama Manuel. b. Te llamas Pedro. c. Me llamo Carlos
		4. ¿ Dónde está su lápiz? (a)	a. En la mesa. b. María tiene un lápiz. c. Yo estoy en la clase.
II.		1. Enseño cinco días a la semana. ¿ Quién soy yo? a. Un ingeniero. b. Un director. c. Un professor.	a. _____ b. _____ c. _____

2. La señora García despertó a sus niños a las nueve para ir de compras en la ciudad. ¿ A dónde van?
   a. Van a la tienda
   b. Van a la iglesia
   c. Van a la biblioteca

   a. _____
   b. _____
   c. _____

III.

1. Il fait froid
   a. Fermez la fenêtre
   b. Allez á la porte
   c. Ouvrez la fenêtre

   a. _____
   b. _____
   c. _____

2. Avez-vous un frère?
   a. Oui, elle s'appelle Marie.
   b. Non, Je n'ai pas de soeur.
   c. Oui, J'ai un frère.
   d. Oui, J'ai un père.

   a. _____
   b. _____
   c. _____
   d. _____

3. Que faites-vous à la salle à manger?
   a. Je me couche.
   b. Je fais une promenade.
   c. Je prends un bain.
   d. Je prends le déjeuner.

   a. _____
   b. _____
   c. _____
   d. _____

IV.

A. You will hear a sentence.
One of the choices listed below is a logical response.
Circle the letter of that response.

HEAR	WRITE
1. Wohin gehen einige Kinder im Sommer?	a. Sie gehen auf das Land. b. Gut, danke, und Ihnen? c. Sie sind in der Stadt. d. Dann haben sie Ferien.
2. Wie ist es im Sommer in der Stadt?	a. Wir gehen noch in die Schule. b. Ich gehe ins Sommerlager. c. Es ist dann sehr heiss in der Stadt. d. Wann gehst du weg?
3. Wann gehst du weg?	a. Ich gehe ins Somerlager. b. Die Natur ist sehr schön. c. Zwei Monate, bis Ende August. d. Im Juli gehe ich weg.

B. In this part you will hear several brief passages read to you, each followed by a question which will also be read to you. After hearing each passage read twice, you are to write in German your answer to the question which follows the passage. Base your answers on what you hear read, and write a complete sentence.

In Amerika gehen die Schüler neun Monate in die Schule. Drei Monate haben sie Ferien. Einige Schüler, wenn sie Geld haben, fahren ins Sommerlager. Das tun die Schuler gern. Sie haben viel zu tun. Sie mussen einen Koffer haben, um die Wäsche, Schuhe, Seife, Kamm, Zahnpasta und Zahnbbürste hereinlegen. Man muss doch jeden Tag die Zähne putzen. Sie nehmen auch einen Film und eine Kamera mit. Die Schüler freuen sich sehr über die Reise.

HEAR	WRITE
1. Wie lange gehen die Schüler in Amerika in die Schule?	1. In Amerika gehen die Schüler neun Monate in die Schule.
2. Wohin fahren die Schüler, wenn sie Geld haben?	2. Wenn sie Geld haben, fahren sie ins Sommerlager.
3. Was legen sie in den Koffer?	3. In den Koffer legen sie: den Kamm, die scife, die Wä sche, Schuhe, Zahnpasta und die Zahubürste
4. Warum nehmen sie Zahnpasta mit?	4. Sie nehmen Zahnpasta mit, denn man muss sich doch die Zahne putzen.
5. Warum freuen sich die Kinder?	5. Die Kinder freuen sich uber die Reise.

Command or Fact

V. You will hear a list of words.
Write s or p to indicate whether each word is singular or plural.
You will hear both nouns and verbs.

HEAR	WRITE
1. Tomo el libro.	1 (f)
2. Tome el lápiz.	(c)
3. Toma tú el papel.	(c)

You will hear five sentences.
They are not all in the same tense.
Indicate the tense by a check mark.

	Present	Pasado	Futuro
1. Escribo	1. ✓		
2. He escrito	2.	✓	
3. Voy a escribir	3.		✓
4. Estoy escribiendo	4. ✓		
5. Escribía	5.	✓	

You will hear a list of words.
Write s or p to indicate whether each word is singular or plural.
You will hear both nouns and verbs.

1. salgo	1. (s)
2. salga	2. (s)
3. entremos	3. (p)
4. silla	4. (s)
5. vengan	5. (p)
6. voy	6. (s)
7. vamos	7. (p)

V. (Continued)

Listen to the following dialogue between two girls, then answer the questions.

HEAR

María - ¡ Qué vestido más bonito! ¿Es nuevo?

Elena - Sí. Lo compré ayer para la fiesta mañana. ¿ Va usted a la fiesta?

María - Sí. Yo voy con Carlos. El es muy simpático. ¿Con quién va usted?

Elena - Yo voy a la fiesta con mi amigo Alfredo. El es muy simpático y muy inteligente también.

María - ¡Qué bueno! Pues, adiós, hasta mañana.

Elena - Adiós, hasta la vista.

WRITE

1. ¿ Qué tiene Elena?

_____

_____

_____

2. ¿ Cuándo compró Elena su vestido?

_____

_____

_____

3. ¿ A dónde van las muchachas mañana?

_____

_____

_____

4. ¿ Va Alfredo a una fiesta?

_____

Plate II

VI. You will see a picture.
You will hear a statement.
Circle the sentence you hear

SEE	HEAR	WRITE
Plate No. II	1. Le Lion mange la viande.	a. Le lion mange le géant. b. Le lion mange la viande. c. Le lion mange le déjeuner. d. Le lion mange la jeune fille.
	2. Il garde la maison.	a. Il garde le silence. b. Il regarde la maison c. Il regarde la leçon. d. Il garde la maison
	3. Vous arrivez a l'heure.	a. Vous arriviez à l'heure. b. Vous arrivez à l'heure. c. Vous arriverez à l'heure. d. Vous arrivez à euz.,
	4. Je fais mes devoirs.	a. Je vais les voir. b. Je fais des cours. c. Je fais mes devoirs. d. Je vais le boire.
	5. Il est assis dans le salon.	a. Il est assis dans le salon. b. Il est ici dans le salon. c. Elle est ici dans le salon. d. Elle est assise dans le salon.

SPEAKING:

Foreign language teachers agree that there is a need for more and better constructed tests for speaking. We must test what we teach! If we are testing for speaking, we should not be testing, at the same time, for grammatical perfection or for understanding of literature.

An important consideration in testing speech is the atmosphere in which the test should be administered. This includes problems in classroom management. Such problems can defeat the achievement of valid results.

Careful planning should provide for a quiet room; students who are not taking the test should be given reading or writing assignments. No one should be moving about the room or asking questions of the teacher during administration of such a test.

Necessary elements for a speaking test would be:

A. An evaluation sheet

B. Tests for sound production

C. Tests for stimulating the communication of ideas through presentation of pictures

D. Tests for stimulating speaking facility

A. SPEAKING TEST

Evaluating Sheet

	Etudiant pose question – compréhensible? oui non	Reponse*	juste	plus haut	a demain	score
_____						
_____						
_____						
_____						
_____						
_____						
_____						
_____						
_____						
_____						
_____						
_____						
_____						
_____						
_____						

*0 --- no response, partial incomprehensible response
1 --- total response but unacceptable results, poor
2 --- comprehensible in spite of minor errors, acceptable
3 --- fluent

B. Tests for sound production

Test use and memory of prepositions with a picture

SEE	HEAR	SAY (Reply to question aloud, using appropriate answer)
Plate No. III	¿ Dónde está el niño?	a. dentro de la casa b. en frente de la casa c. detrás de la casa
	¿ Dónde está la fuente?	a. a la derecha b. a la izquierda c. a lo lejos
	Où est l'arbre?	a. a droite de la maison b. á gauche de la maison c. dans la maison
	Oú est le chien?	a. devant la maison b. derriére la maison c. sur le cactus
	Wo ist der Hund?	a. im Hause b. links vom haus c. rechts vom haus

C. Tests for Stimulating the Communication of Ideas, With Pictures

1. Suggested questions for Plate No. IV

    1. Name objects and persons in the picture.
    2. Answer questions the teacher asks.
    3. Ask questions of other students.
    4. Discuss the picture:
        What is happening?
        Where are they?
        What do you want to ask about these students?
    5. Look at this picture for one minute; then turn it over. Say all you can about it. You will have two minutes to talk.

2. Suggested questions for Plate No. V

    1. ¿ Qué hace el muchacho?
    2. ¿ Qué mira el muchacho?
    3. ¿ Qué lleva el muchacho?
    4. ¿ De qué color es el sombrero?
        son los pantalones?
        es la guitarra?

3. Suggested control:

    Time limit for looking at picture
    Time limit for speaking
    Advise student to talk about things he can name and not to flounder with unknown vocabulary.

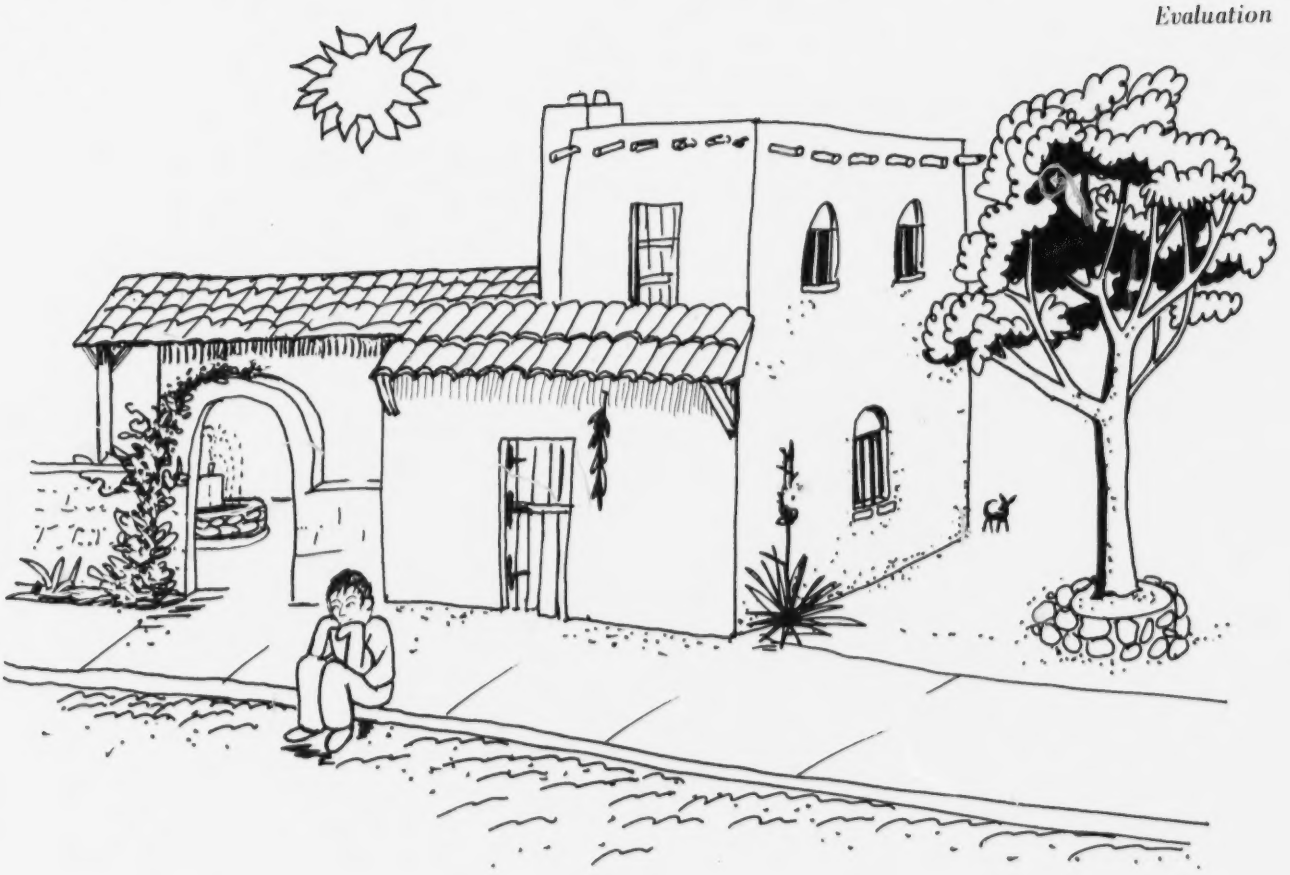


Plate III

Plate IV

Plate V

3. SEE

Plate No. VI

HEAR

Es el sábado. La madre está en la cocina. El padre está en el comedor. Los muchachos no están en casa. María va al cine con Elena, y Juan va a las las montañas con Eduardo.

Mamá prepara la comida. Hay carne, papas, ensalada, y pan. ¡ Qué comida más rica ¡ Papá come. Mamá come también. Ahora mamá tiene una torta.

¡ Qué experiencia más mala! El gato está en la cocina. Mamá no ve el gato. Tiene un accidente. Mamá se cae. Se rompe la pierna. Ella tiene que ir al hospital. Tiene que pasar cuatro días en la cama y tomar pastillas.

REPLY--
to these questions

1. ¿ A quién ves?
2. ¿ Dónde está el papá?
3. ¿ Dónde está la mamá?
4. ¿ Qué tiene la mamá?
5. ¿ Qué animal es?
6. ¿ Es una fiesta?
7. ¿ Qué come el papá?
8. ¿ Qué hay en la mesa?
9. ¿ Cómo es la mamá?
10. ¿ Cómo es el papá?
11. Después del accidente, ¿ a dónde va la mama?
12. ¿ Qué tiene que tomar ella?
13. ¿ Cuántos días pasa en la cama?
14. ¿ Qué se rompe mamá?
15. ¿ Qué día es?

4. SEE

Plate No. VII

HEAR

Questions (Suitable for French II)

1. Combien de maisons (ou bâtiments) y a-t-il dans l'image?
2. Quel temps fait-il?
3. Y a-t-il une maison moderne ici?
4. Qu'est-ce qu'il y a au-dessus de cette maison?
5. Quelles sont les personnes en dehors du cafés?
6. Que fait la femme qui est assise près de la fontaine?

Plate VI

7. Quels animaux voyez-vous dans l'image?
8. Regardez les boutiques. Que vend-on dans ces boutiques?
9. Qui est avec le bébé en bas de l'image?
10. Regardez les deux garçons. Que font-ils?
11. Qui mange un morceau de gâteau?
12. Combien de religieux voyez-vous?
13. Où est le garçon du café?
14. Où est l'auto?
15. Où sont les oiseaux?
16. Voyez-vous l'homme qui porte des lunettes? Que tient-il à la main?

5. SEE

Plate No. VIII

HEAR

Reply orally to these questions.

1. Ou est le garçon?
2. Qui est l'homme?
3. Qu'est-ce que le garçon fait?
4. Combien de personnes y-a-t il?
5. Nommez les choses que le garçon achète.
6. Qu 'est-ce que le garçon porte?
7. Faites une petite histoire de cette image.

D. Speaking Facility for Upper Levels

Use skits, speeches, poems, songs and debates as tests. Student writes by himself or with partner speeches based on two or three topics. Topics are assigned or chosen one week before testing day. After one week's work, on testing day teacher selects one of the topics for actual testing.

Plate VII

Plate VIII

READING:

Paradoxical components make up the reading skill. Knowledge of vocabulary has to be both precise and vague; a reader has to be able to define precisely some vocabulary, but he will never really read if he does not guess the meaning of some words from context. He has to know the meaning of word order in the language which he is reading, but if he becomes too dependent upon grammatical construction he will never be able to read for enjoyment, nor will he completely understand the content of what he has read.

Perhaps the strangest contradiction is that he must forget comparison with English if he desires to become a reader instead of a translator. The recognition of cognates will facilitate reading of context.

The most difficult dilemma for the teacher of literature in a foreign language will always be how to make a student aware of the traditional and historical values of books like Faust, Le Barbier de Seville and Los de Abajo and still let him feel that he has really discovered them for himself.

The purpose of testing reading is to help students and teachers to diagnose individual student problems in reading and to prescribe remedial assignments for independent reading.

Foreign language teachers should encourage students to read something in their new second language which can carry them out of the classroom into their own real world. A new language can take them into new experiences in eating, buying, understanding, driving a car, participation in new sports in a different environment, learning another subject, and an endless number of possibilities.

Will your tests enable them to learn to read?

Will your tests make them want to read?

READING

A. Word meaning

1. Multiple choice tests
2. Matching tests
   Synonyms
   Antonyms

B. Reading comprehension

1. Multiple choice
2. Word order
3. Mode
4. Sequence of tense

C. Literary insight

1. Multiple choice
2. Identification

D. Using reading as a tool
(for self-knowledge, for following directions, culture)

1. Multiple choice
2. Identification

III. READING

A. Word Meaning

1. Multiple Choice.
Indicate in the column at right the letter indicating the word closest in meaning to underlined word in sentence or phrase.

Il faut que la leçon de musique ait lieu chez Bortholo

a. pour	a. ____
b. dans la maison	b. X
c. par	c. ____
d. pres de	d. ____

Der Wärter am Block, davon in Kenntnis gesetzt, erbat telegraphische Hilfe.

a. deshalb	a. ____
b. davor	b. ____
c. dazu	c. ____
d. dariiber	d. X

. . . En los crepúsculos persiste algo que casi no es, osado y triste;

a. casa	a. ____
b. apenas	b. X
c. caso	c. ____
d. casón	d. ____

. . . Donnerstag fahren wir nach München

a. Nächsten	a. X
b. Nächste	b. ____
c. Nächster	c. ____
d. Nächstes	d. ____

Kommen Sie morgen früh . . .uns!

a. bei	a. ____
b. zu	b. X
c. an	c. ____
d. auf	d. ____

A. Word Meaning

2. Matching Test

(a) synonyms

Le pays des Français est la France.

a. la patrie	a. X
b. la campagne	b. ____
c. le paysan	c. ____
d. le péage	d. ____

Le fermier travaille dans les champs de blé

a. laboure	a. X
b. voyage	b. ____
c. traduit	c. ____
d. traverse	d. ____

(b) antonyms

El contrario de blanco es negro

1. alto	a. triste	1. c
2. feliz	b. gordo	2. a
3. flaco	c. bajo	3. b

B. Reading Comprehension

1. Word Order

_____ 1) Rewrite the sentences including the words at the left in the correct position:

n'	1)	Le garçon a pas la voiture de sa mère ce soir.
taire	2)	Notre silence fera la tempête,
mir	3)	O sprich nicht von jener bunten Menge!
el	4)	Torne en mi boca verso castellano.

Answers 1) _____ n'a pas
2) _____ fera taire la tempête
3) _____ sprich mir nicht
4) _____ el verso castellano

2. Multiple Choice
Place the letter of the correct answer in the blank to the left of the question.

_____ 1) Karl der Grosse war der König eines starken deutschen Volkstammes. Wie hiess dieser Volkstamm?

a. die Franken
b. die Sachsen
c. die Gothen
d. die Italiener

_____2) Karl war nicht nur gross im Krieg, sondern auch im Frieden. In welchem Jahr Krönte ihn der Papst zum römischen Kaiser?

a. im Jahre 649
b. im Jahre 800
c. im Jahre 982
d. im Jahre 1492

C. Literary Insight

1. Multiple Choice
Place the letter of the correct answer in the blank to the left of the question.

_____1) Was hat Mephistopheles dem Doktor Faustus versprochen?

a. ihm seine Seele zu verkaufen
b. in allem untertänig und gehorsam zu sein
c. dass er unsterblich sein soll
d. er hat ihm nichts versprochen

_____2) Wer ist in den letzten Studen die ganze Nacht bei Faustus geblieben?

a. seine Frau
b. seine Studenten
c. der Teufel
d. niemand - d. h., Faustus war allein

_____3) Worum bat Faustus seine Studenten?

a. seinen Leichnam zu begraben
b. seinen Leib zu ver brennen
c. sofort wegzugehen, nachdem er gestorben sei
d. seinen Leib liegen zu lassen

2. Identification
Identify the following excerpts from the Aufklärung period by author, using the following symbols:

a. Wieland
b. Friedrich II
c. Kant
d. Lessing
e. Gellert

_____1) Was? , schrie der Zahnarzt, ich habe für den Esel bezahlt, und soll "jetzt auch noch für seinen Schatten bezahlen? Neent mich selbst einen dreifachen Esel, wenn ich das tue! "

_____2) Die Wahrheit, lieber Freund, die alle nötig haben, Die uns als Menschen glücklich macht. Ward von der weisen Hand, die uns zugedacht, Nur leicht verdeckt, nicht tief vergraben.

D. Using Reading as a Tool

1. Multiple Choice
Choose the response which best answers the following questions and put the letter of that response in the blank to the left of the sentence.

_____1) In welcher Stadt wurde Albrecht Dürer im Jahre 1471 geboren und im Jahre 1528 begraben?

a. Berlin
b. Nürnberg
c. Leipzig
d. Wien

_____2) Albrecht Dürer arbeitete in der Werkstatt seines Vaters, aber er empfand keine Freude an der Arbeit. Was war sein Vater?

a. Arzt
b. Buchdrucker
c. Goldschmied
d. Lehrer

_____3) Dürer machte einmal eine Reise nach Italien. Warum ist er nach Italien gefahren?

a. Er wollte mehr lernen.
b. Er konnte in Deutschland keine Arbeit finden.
c. Er wollte einen Freund besuchen.
d. Er war wirklich ein schlechter Maler.

WRITING

Foreign language teachers' texts and notebooks have always included numerous writing tests; quantity of tests has never been the problem. We have had writing tests which tested everything except the ability to write in the language; furthermore those tests were very time consuming to grade and left the teacher with no clear ideas for necessary remedial work.

Writing for the beginning foreign language student or for the advanced student must be taught with two objectives:

1. The student must be taught to express himself clearly and correctly in any language in which he attempts to write.
2. Creativity in self-expression should always be encouraged. Through this sort of writing it can be demonstrated that foreign language learning can help a student to find himself, his likes and dislikes, his area of eminence.

Foreign language teachers should test both of these areas of writing ability in their students; but they should be tested separately.

IV. WRITING

A. Sentence Structure

1. Controlled composition
2. Completion
3. Checking for errors
4. Transposition

B. Paragraph Building

1. Word order
2. Sequence of tense

C. Expressing Ideas

1. Controlled composition
2. Answering questions
3. Pictures
4. Why did author use this word rather than . . . . .?
5. Why do you like . . . . .?
   which character would you like to know better?
   more about?

A. Sentence Structure

1. Controlled Composition
Put the indicated modal auxiliaries into the following sentences, retaining the verb tense of the original sentence.

a. Ich mache nächsten Sommer eine Reise. (wollen)

a. _____

b. Der Schüler versteht Deutsch sehr gut. (können)

b. _____

c. Die Freunde spielen jeden Tag Ball. (mögen)

c. _____

2. Completion
Mark in column at right the letter indicating correct response.

1. Voy a la

a) cine
b) baile
c)biblioteca

a. _____
b. _____
c. X

(This question tests the use of the definite article)

2. Vamos cine.

a) el
b) al
c) la

a. _____
b. X
c. _____

(Testing contraction of the definite article)

3. Tienes el libro maestro.

a) de
b) del
c) del la

a. _____
b. X
c. _____

(Tests contraction of the de and el. Also tests gender agreement)

Fill in the blank with the correct form of the definite article.

1. _____Feder ist gelb und schwarz.
2. Der Schüler hat _____Bleistift.
3. Ich habe _____ Papier.

3. Checking for Errors
Read each of the following sentences checking for grammatical errors. If you find no such mistakes, write correcto in the blank. If, however, you find an error, correct it as indicated in the example.

Example: (a) Yo tengo ~~un~~ una pluma.

(b) El papel de Roberto es amarillo.

1. Voy a clase son las ocho. _____
2. Pablo's libro es rojo. _____
3. Tenemos que hablamos español en clase. _____
4. Las muchachas son bonita. _____
5. La casa blanca es de Juan. _____

Corrections:

1. Voy a clase ~~son~~ a las ocho.
2. ~~Pablo's~~ El libro de Pablo libro es rojo.
3. Tenemos que ~~hablamos~~ hablar español en clase.
4. Las muchachas son ~~bonita~~ bonitas.
5. La casa blanca es de Juan. correcto

4. Transposition
Rewrite each sentence, beginning the sentence with the underlined word or phrase.

1. Ich gehe gern aufs Land.

_____

2. Ich gehe im Juli ins Somerlager.

_____

3. Ich bleibe bis Ende August.

_____

B. Paragraph Building

1. Make one sentence out of the two sentences given, adding the word or words at left: and making other suitable changes.

Quand On cède à la peur du mal. On ressent déjà le mal de la peur.

que Una tarde, en la plaza de Lomas, Eduardo se cruzó con Juan Iberra.
Juan Iberra lo felicitó por ese primor que se había agenciado.

da Als er eines Tages zu seinem Häuschen ging . . . . .
Es in den Tälern Mittag Läutete . . . . . .

C. Expressing Ideas

2. Answering Questions
Answer any 8 of the following questions with complete sentences.

1. ¿ Cuántos días hay en un mes?

2. ¿Es verdad que Raúl es un estudiante malo?

3. ¿De qué color es tu cuaderno?

4. ¿Saca usted buenas o malas notas en la clase de español?

5. ¿Quién viene el sàbado?

6. ¿Qué tienen ustedes que hacer?

7. ¿Qué día es mañana?

8. ¿Tienes que estudiar mucho?

9. ¿Tengo razón?

10. ¿Quién saca buenas notas?

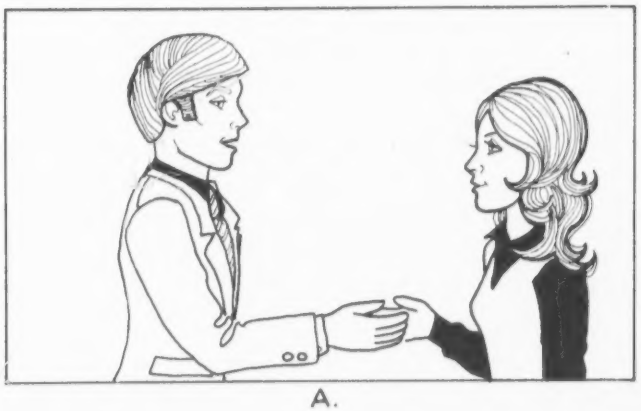
Plate IX

Plate X

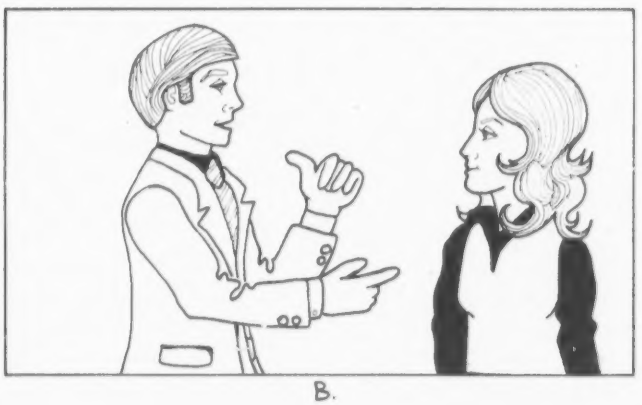
Plate XI

Plate XII

Plate XIII



A.



B.

Plate XIV

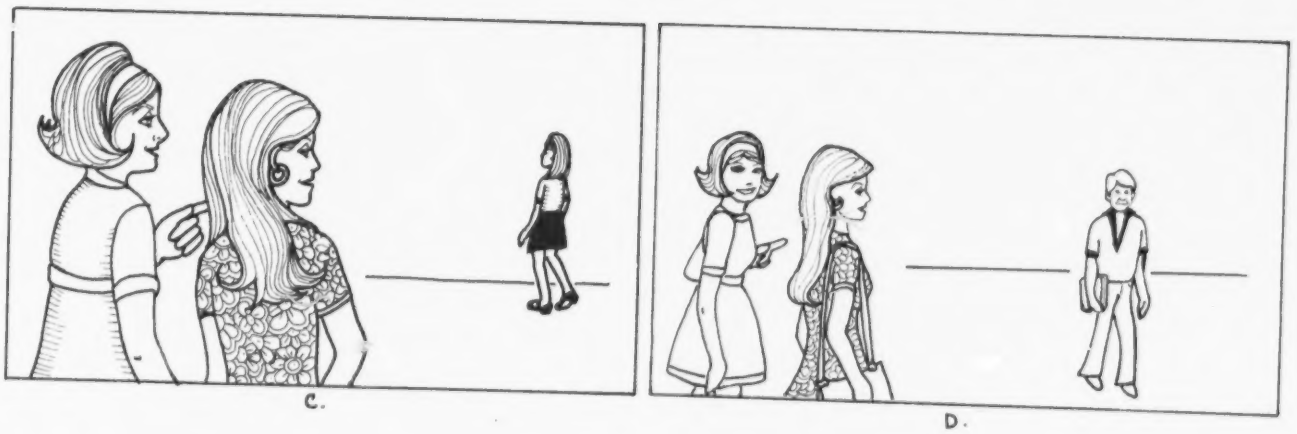


Plate XV

3. Using pictures as stimuli for composition

   a. Regardez l'image - Plate No. IX - et racontez l'histoire du point de vue de la mouche, de l'homme et du genie.

      Welche Geschichte schlägt Ihnen dieses Bild vor?

      Cuente, por favor, el cuento del dibujo.

   b. Plates X, XII, XIII

      1. ¿Qué tiempo hace?
      2. Quel temps fait-il?
      3. Ist das Bild winterlich?

PRE-READING

SEE	HEAR	SAY
Plate XIV (A)	¿ Qué dicen ellos	Juan: Hola, Elena. ¿Cómo estás? Elena: Estoy bien, gracias. ¿ Y tu?
Plate XIV (A)	Do the following statements fit the picture? Repondez 'oui ou 'non.'	OR WRITE
	1. Bonjour, Hélene 2. Comment ça va, Pierre?	1. (oui) 2. (Oui)
Plate XIV (A)	1. Was sagt Hans?	1. (a)
	a. Guten Tag. Wie geht's. b. Ich heisse Fräulein Schmidt. c. Sie heisst Marie.	
	2. Logical or Illogical?	2. illogical
	Marie: Guten Tag, Hans. Wie geht's dir?	
	Hans: Gut, danke. Und dir?	
Plate XIV (A)	1. ¡ Hola! ¿Cómo estás?	1. (c)
	a. Estoy aquí. b. Me llamo Elena c. Estoy bien, gracias.	
	2. Si el muchacho dice -- Me llamo Paco Gonzáles -- ¿ qué responde la muchacha?	2. (a)
	a. Mucho gusto. b. Hasta pronto. c. Por favor.	
Plate XIV (B)	Qué dicen ellos?	Me llamo Juan. ¿Cómo se llama usted? o ¿ Cómo te llamas?
Plate XIV (B)	Do these questions and answers fit the picture Répondez 'oui' et 'non'.	
	1. Comment vous appelez-vous? Je m'appelle Helene. 2. Comment vous appelez-vous? Je m'appelle Marie.	(non)

SEE	HEAR	SAY
Plate XIV (B)	1. Was sagt Hans? a. Der Lehrer heisst Herr Braun. b. Er heisst Hans. Sie heisst Anna. c. Ich heisse Hans. Wie heisst du?	1. (c)
	2. Logical or Illogical? Hans: Ich heisse Hans. Wie heissen Sie? Marie: Sie heisst Fräulein Schmidt.	2. Illogical
Plate XIV (B)	1. Me llamo Paco González. ¿ Cómo te llamas? a. Soy Elena García. b. El se llama Juan. c. Muy bien, gracias.	1. (a)
	2. Si el muchacho dice--Me llamo Paco González-- ¿ Cómo se llama usted? -- ¿ Qué responde la muchacha? a. Te llamas Elena. b. Me llamo Elena. c. Se llama Elena.	2. (b)
Plate XV (C)	Elena points to a girl, guessing that she is María Gloria corrects her, saying that the girl is Margarita.	Elena: Ella se llama Maria? Gloria: No, se llama Margarita.
Plate XV (C)	Do these statements fit the picture? Repondez 'oui' o 'non.' 1. Comment s'appele-t-elle? 2. Vous vous appelez Marie.	1. (oui) 2. (non)
Plate XV (C)	1. Was sagt Anna? a. Wie heisst sie, Marie? b. Ich heisse Anna. c. Du heisst Marie.	1. (a)
	2. Logical or Illogical? Anna: Wie heisst sie, Marie? Marie: Sie heisst Fräulein Schmidt.	2. logical
Plate XV (C)	1. ¿ Es Julia? a. Sí, es ella. b. Sí, es él. c. Sí, es muy bonita.	1. (a)

SEE	HEAR	SAY
	2. ¿ De qué color es el vestido de la muchacha? a. Es rojo. b. Es azul. c. Es verde.	2. (depends on the color of the transparency.)
Plate XV (D)	She asks what his name is. The other girl says his name is Pedro González.	María: ¿ Cómo se llama el muchacho? Elena: Se llama Pedro González
Plate XV (D)	Choose the correct answers to fit the picture.	
	1. Comment s'appelle-t-il? a. Je m'appelle Paul b. Il s'appelle Paul c. Elle s'appelle Paul.	1. (b)
	2. Comment va-t-il? a. Elle ne va pas bien. b. Il va bien. c. Il s'appelle Marc.	2. (b)
Plate XV (D)	1. Was sagt Anna? a. Es geht mir gut, danke. b. Er heisst Franz. c. Sie heisst Fräulein Schmidt.	1. (b)
	2. Logical or illogical? Anna: Wie heisst er? Marie: Er heisst Franz.	2. logical
Plate XV (D)	1. ¿ Quién es él? a. Es alto y guapo. b. Es el amigo de Susana. c. Está bien.	1. (b)
	2. ¿ Cómo se llama el muchacho? a. Te llamas Jorge b. Se llama Jorge. c. Me llamo Jorge.	2. (b)

COMMERCIAL TESTING:

The Purpose of this chapter is to help teachers make and evaluate their own tests. However, many teachers use tests published for specific textbooks to great advantage. Commercial tests help determine aptitude for success in studying foreign languages; and several, not connected with a single text, are designed to determine levels of achievement in specific language skills. These achievement tests aid in placing students in the class where they can perform best, or help them work individually at their own pace to strengthen skills which need developing.

Teachers can save themselves many tedious hours and can protect students from poor testing by using commerical tests, provided they decide how a particular test can help implement pre-determined goals for the course.

Pimsleur, Paul. Pimsleur Language Aptitude Battery. New York: Harcourt, Brace and World.

Pimsleur, Paul. Pimsleur Modern Language Proficiency Tests: French, Spanish, German. New York: Harcourt, Brace and World.

Language Skills Testing Program. Center for Curriculum Development, Inc. Philadelphis. A Chilton Subsidiary.

Placement Tests. Modern Language Association.

Harcourt-Brace

ALM - French, 2nd Ed., Level I, II, III, 1969
German, 2nd Ed., Level I, II, III, 1969
Spanish, 2nd Ed., Level I, II, III, 1969

Harper and Row

Jeunes Voix: Jeunes Visages
Fenêtres sur la France

Encyclopaedia Britannica

Oller, John and Angel González. Emilio en España. U.S.A. 1966.
Oller, John. La Familia Fernández. U.S.A. 1963.
Je parle francais. Level I, II, III, IV.

Webster Division/McGraw-Hill Book Company

Test Packages - Commençons
Continuous
Learning French the Modern Way. 2nd Ed. Level I.
Learning French the Modern Way. 2nd Ed. Level II.
La France: Une Tapisserie. Level III
La France: Ses Grandes Heures Litteraires. Level IV.

Test Packages - Comencemos
Sigamos
Learning Spanish the Modern Way. 2nd Ed. Level I.
Learning Spanish the Modern Way. 2nd Ed. Level II.
Galería Hispánica. Level III.
Tesoro Hispánico. Level IV.

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Jakobovits, Leon A. The Physiology and Psychology of Second Language Learning.Volume 1. Chicago: Britannica Review of Foreign Language Education. 1969. Page 181.

Lado, Robert. Language Teaching. New York: McGray-Hill, Inc. 239 pages. 1964.

Paquette, F. Andre, et al. A Handbook on Foreign Language Classroom Testing: French, German, Italian, Russian, Spanish. Modern Language Association of America. 227 pages.

Parent, P. Paul and Veidt, Frederick. Program Evaluation: Accountability. Volume 3. Chicago: Britannica Review of Foreign Language Education. 1970. Page 311.

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Steiner, Florence. Behavioral Objectives and Evaluation. Volume 2. Chicago: Britannica Review of Foreign Language Education. 1970. Page 35.

Valette, Rebecca M. Modern Language Testing. New York: Harcourt, Brace and World. 200 pages. 1967.

Valette, Rebecca M. Testing. Volume 1. Chicago: Britannica Review of Foreign Language Education. 1968. Page 343.

METHODOLOGY

INTRODUCTION

As in the case of language courses in general, the organization or operation of language methods courses is frequently influenced by the exigencies of the moment. A language methods class may, for example, vary in the number of credit hours allowed, in the number of students per class, and in the individual skills of the students. For this reason, no attempt has been made here to prescribe a rigid course of study for the training of student teachers but rather to list a variety of pertinent activities and topics that allow each teacher to design his own specific plan to fit a given situation. In some cases it may even be feasible to allow the student to plan his own course with the instructor's approval. The outline of units presented is not intended to be complete and is subject to periodic changes as professional journals and papers furnish new information, suggest new ideas and challenge present or traditional concepts.

Opinions gleaned from students' questionnaires at the end of methods courses reflect a desire on the part of the majority to use as much class time as possible for the practical application of teaching procedures. This method tends to reduce or to compact the amount of time available to cover other subjects and materials; teacher and students will have to spend considerable time evaluating each class pattern or performance. Reading assignments, too, may vary depending on criteria and circumstances. In a particular college class where the reading list was tested, students were urged to use as many different sources as possible in order to become acquainted with all available professional materials. Knowing how and where to find specific journals and materials will benefit the future classroom teacher, since it provides him not only with excellent sources of information and references but also permits him to keep abreast of current trends in language instruction.

The list of reading materials given in each unit should be used only as a guide or as a starting point for the student, who should be encouraged to find other relevant materials from all available sources including weekly and daily newspapers. It would be a good idea to have students hand in summaries of reading assignments on 5 x 7 cards (see Exhibit). After these summaries have been checked and evaluated by the teacher, they may be returned to the student to be incorporated into a personal index file for future reference. In evaluating these readings, teachers should give special credit to students who demonstrate an ability to select articles relevant to the topic under discussion and covering a wide range of source materials.

In an attempt to determine the trainee's probable success as a teacher, the rater should take into account the individual's motivation, his love of the language, and his knowledge not only of the structure of the language but also of its literature, culture, and civilization. If the teacher's general knowledge of his subject matter is supplemented by a warm, pleasant, and serene personality sporting a sense of humor, an optimum learning experience is assured.

It is hoped that the following sections will be helpful in focusing attention on some practical ways to prepare students for their future profession as language teachers. It goes without saying that an open mind and a sensitivity to meaningful, timely, and pertinent information is a most valuable asset. If the student learns to use advantageously the information available today, he should be able to use the same procedures to solve the problems of the future.

NEW TEACHERS FOR NEW STUDENTS

Voluntary learning is the most desirable kind and learning through example is the best way to achieve it. Quite obviously this must begin in our teacher training programs if it is to be attained. Can we adapt time honored goals to more immediate situations by recognizing the uniqueness of the individual trainee or student and allowing him to pursue to some degree what he considers essential to his growth and maturation rather than following exclusively and rigidly the patterns of the past?

GOALS OF A TEACHER TRAINING PROGRAM

1. To instill in the student teacher an inquiring mind, a desire for knowledge, a continuing interest in the problems involved in training students in language skills and the habit of weighing alternatives and creatively applying them to the solution of these problems.

2. To show the trainee that in the teaching of a modern foreign language he is helping the student to grow in his ability to think rationally, to express his thoughts clearly, and to communicate with understanding and satisfaction.

3. To demonstrate to the trainee how he can successfully plan and activate a program of language study that will--

   a. Build in his students a knowledge of fundamental concepts about the world environment and his relationship to it.

   b. Develop in the student an awareness of his place in the environment and make him less provincial and more alert to his responsibilities to himself and to others.

   c. Give the student an awareness and appreciation of other cultures.

   d. Acquaint him with the means to increase proficiency in communication by developing in his students the skills of--

      (1) Listening comprehension
      (2) Speaking
      (3) Reading comprehension
      (4) Writing
      (5) Cultural analysis
      (6) Understanding of language structure

MINIMAL REQUIREMENTS FOR THE METHODS CLASS

1. Thirty pages of reading for each unit from either the suggested reading list or sources selected by the student.

2. Four practical teaching demonstrations wherein the trainee plans and presents a teaching unit for each language skill. At least one of these should involve the use of mechanical aids and one should use visual (teacher-prepared) materials.

3. Select a basic text and give basis for selection. (oral)

4. Make five sequential lesson plans based on the selected text.

5. Construct a first semester, first level test based on the selected text. Test all four skills.

6. Each member of the class is to plan and produce a specific and innovative teaching aid or device to be made available (in a practical way) to other members of the class. Examples: source lists for language realia, structure charts, tips for motivating students, ideas for language club programs, language assembly programs, bulletin board ideas, a collection of short, introductory cultural remarks with which the teacher may begin the day's work.

CLASS ACTIVITIES

1. A visit will be arranged so that the students may observe a language class in operation.

2. One or more films on language teaching techniques. Example: The Encyclopaedia Britannica films on teaching Je Parle Français.

3. Arrange for a student who has already completed the practice teaching assignment to discuss his experiences with the class and suggest areas where the methods class can give more emphasis.

GRADING

The only test to be given will be an objective one for identifying terms, people and things involved in the teaching units and the use of various technological aids. Example:

Identify: 1. The Four Skills
2. F.L.E.S.
3. Hispania
4. 3¾ i.p.s.
5. phoneme
6. Glastonbury Materials
7. Madame Slack
8. articulation
9. master tape
10. MLA. (50-100 items)

The grade for the course will be based on the manner in which the student fulfills the course requirements, on practical demonstrations, production of materials, imagination and creativity shown in teaching techniques, attendance, class attitude, and the score on the objective test.

The student, the teacher and the entire class will make an evaluation of the student's work at the time of performance and the final grade will be determined by the student and the teacher in a private conference where a composite review of the student's performance will be made.

UNIT I

ORIENTATION: AN AWARENESS OF WHERE WE HAVE BEEN AND WHERE ARE GOING

A. Our Historical Roots

1. Beginnings to 1914
   a. Effects of world events on language study
2. 1914 to 1952
3. A New Commitment
   a. N.D.E.A.
   b. Glastonbury Materials
   c. MLA-Modern Spanish
4. Now

B. A Brief Survey of Methods

1. Grammar-Translation
2. Direct Method
3. Reading Method
4. Audio-Lingual Method (Fundamental Skills Method)
5. Cognitive Method

C. Needs for the Seventies*

1. Innovation
2. Dedication
3. Cooperation
4. Flexibility
5. Improvement
6. Relevancy
7. Accountability

D. Societal Change

READING LIST

Brooks: 60-68
Chastain: 7-27
Grittner: 1-38, 117-132, 133-155
Lado (1): 3-10
Meras: 1-106
Oliva: 2-19
Parker: 84-96
Rivers: 1-31, 32-55, 64-78
Valette and Disick

Hammerly, Hl. "Recent Methods and Trends in Second Language Teaching", Modern Language Journal (December, 1971) pp. 499-505.

Hoye, A.G. "Let's Do Our Thing - Flexibility", Modern Language Journal, (November 1969 pp. 481-484.

UNIT II

PLANNING A LEARNING-CENTERED PROGRAM

A. Adjusting the Foreign Language Program to the Curriculum and to the Community

1. Articulation
2. Public Relations

B. Developing Behavioral Objectives and Defining strategies based on definite learning principles.

C. Selecting Materials

1. Textbook
2. Supplementary Materials (See Oliva: pp. 281-298 for source lists)

D. Creating a "Cultural island"

*Chastain, K., The Development of Modern Language Skills: Theory to Practice Philadelphia. 1971. p. 27.

READING LIST

Cornfield: Appendix A
Allen and Valette
Brooks: 241-260
Chastain: 239-268, 269-299, 369-373
Lado (1): 49-60, 61-69
Oliva: 60-98, 83, 250-258
Rivers: 371-377, 377-380
Grittner: 160-166
Smith and Leamon: 118-127, 202-225

UNIT IV

INSTRUCTIONAL TECHNIQUES

A. Evaluation of Audio-Lingual and Cognitive Theories

B. Review-View-Preview (Exhibit)

C. Pattern Drill and Structure

D. Correcting Errors

E. Signs and Signals (Exhibit)

F. Points to Remember:

1. Formulate the question before calling on a student to perform.
2. Provide immediate reinforcement, if possible.
3. Teach primarily to produce learning -- entertaining should be secondary and always constructive.
4. Keep vocabulary to a minimum while students are mastering the sound system and the grammatical patterns.
5. Use the language instead of talking about it.
6. Maintain as high a level of success in the class as possible.

READING LIST

Allen and Valette
Brooks: 152-163
Chastain: 239-268,300-323, 58-75, 76-100
Cornfield: 52-72
Grittner: 203-241
Lado (1): 103-114
Oliva: 60-98
Smith and Leamon: 69-78

UNIT V

FOREIGN LANGUAGE SKILLS: LISTENING COMPREHENSION

A. Discriminating sounds and intonation patterns

B. Dictation (Oliva: 327-328 for instructions)

C. Word groupings

D. Develop comprehension without the interference of the native language.

E. STUDENT PRACTICE (student plans and presents a fifteen minute lesson on this skill)

READING LIST

Allen and Valette
Chastain: 159-174
Cornfield: 18-31
Donoghue: 171-189
Grittner: 244, 249
Meras: 206-238
Oliva: 327-328
Rivers: 135-157
Valette and Disick

UNIT VI

FOREIGN LANGUAGE SKILLS: SPEAKING

A. Pronunciation

B. Intonation Patterns

C. Dialogue

D. Directed speech

E. Communication

F. Spontaneous expression

G. STUDENT PRACTICE

READING LIST

Allen and Valette
Chastain: 198-219
Cornfield: 32-51
Grebanier: all
Grittner: 245-251
Lado (1): 90-102
Meras: 139-146, 239-246
Oliva: 99-122
Rivers: 112-134, 158-212
Smith and Leamon: 1-32
Valdman: 57-77
Valette and Disick

UNIT VII

FOREIGN LANGUAGE SKILLS: READING

A. The Pre-Reading Period

B. Choice of Reading Material

C. Vocabulary (Lado)

D. Intensive Reading

E. Extensive Reading

F. Literature

G. STUDENT PRACTICE

READING LIST

Allen and Valette
Brooks: 164-173, 180-188
Chastain: 175-197
Cornfield: 32-51, 96-113
Grittner: 252-270, 167-170
Lado (1): 114-142 (ten ways to teach the meaning of words)
Meras: 147-156, 190-205, 265-269
Oliva: 142-151
Rivers: 213-239
Smith and Leamon: 33-44
Valette and Disick

UNIT VIII

FOREIGN LANGUAGE SKILLS: WRITING

A. Copying (simple changes in tense, person, number, etc.)

B. Dictation

C. Directed Writing

1. Questions and Answers
2. Completion
3. Specific Directions

D. Composition

E. STUDENT PRACTICE

READING LIST

Allen and Valette
Brooks: 173-179
Chastain: 220-238
Cornfield: 113-123
Grittner: 271-277
Lado (1): 143-148
Meras: 247-256
Oliva: 152-162
Rivers: 240-260
Smith and Leamon: 45-51
Valette and Disick

UNIT IX

FOREIGN LANGUAGE STRUCTURE

A. Inductive Method -- Audio-Lingual -- Overlearning

B. Deductive Method -- Grammatical Generalization -- Analysis

C. Memorization

D. Drills

E. Use of Charts and Diagrams

F. Manipulation of the Language

READING LIST

Allen and Valette
Grittner: 117-156, 203-241
Lado (1): 103-113
Meras: 157-189
Oliva: 123-141
Rivers: 56-87, 88-111

UNIT X

TEACHING CULTURE

A. Atmosphere of Classroom

B. Using Culture-Oriented Materials

C. Attitude and Experience of the Teacher

D. Using Natives to Introduce Culture

E. Films and Filmstrips

F. Songs

G. Language Clubs

H. Periodicals

I. Trips

READING LIST

Allen and Valette: Part Four
Brooks: 82-96, 111-112
Cornfield: 124-140
Grittner: 83, 89, 92, 94, 96, 109, 114, 116
Lado (1): 149-157, 23-31
Meras: 257-264
Oliva: 163-182
Rivers: 261-285
Smith and Leamon: 52-68
Valette and Disick

UNIT XI

TEXTING AND EVALUATION

A. Formal Language Tests (commercial type)

1. Prognostic or Aptitude

   a. Carroll-Sapon Modern Language Aptitude Test. The Psychological Corporation, 304 E. 45th Street, New York 10017.

   b. Pimsleur Language Aptitude Battery. Harcourt, Brace and World, 757 Third Avenue, New York 10017.

2. Achievement Tests

   a. MLA Cooperative Foreign Language Test. Educational Testing Service, Princeton, New Jersey 18540.

   b. Common Concepts Foreign Language Test. California Test Bureau, Monterey, California 93940.

   c. College Board Achievement Test. Educational Testing Service, Princeton, New Jersey

3. Proficiency Tests (The Placement Test is an example.)

   a. B.Y.U. Proficiency Test. Brigham Young University, Provo, Utah 84601.

   b. College Board Advanced Placement Tests, Princeton, New Jersey.

   c. MLA Proficiency Tests. Educational Testing Service, Princeton, New Jersey.

   d. Regents High School Tests, New York State. Sold by Amsco School Publications, 315 Hudson Street, New York, New York 10013.

B. Informal (teacher-made Tests -- Guidelines)

1. Test what has been taught.

2. Test all four language skills.

3. Test one thing at a time.

4. Sequence the items from easy to more difficult.

5. Avoid incorrect language.

6. Make directions clear.

7. Specify in advance the material to be tested.

8. Acquaint the students with techniques before the test.

9. Test in context.

10. Sample daily the material covered, testing each concept only once.

11. Allow sufficient time to finish.

12. Make the test practical to grade.

C. Suggested types of test items to measure different skills.

1. Listening Comprehension

a. Dictation
b. Sound discrimination, recognition of phonemic differences
c. Multiple choice
d. Picture interpretation
e. Action response

2. Speaking Skill

a. Mimicry of native patterns
b. Reading or reciting aloud
c. Rejoinders
d. Assigned summaries or resumés

3. Reading Comprehension

a Multiple choice answers
b. True-false
c. Outlining or resumes
d. Questions and answers

4. Writing Skills

a. Completion exercises
b. Summaries and resumes
c. Manipulation (changing tense, number, person, etc.)
b. Rejoinders

E. Grading techniques

a. Oral grading
b. Dual grades for oral and graphic skills

READING LIST

Brooks: 199-225
Chastain: 324-357
Cornfield: 141-152
Donoghue (2): A reprint of "Evaluation and Testing in Teaching Modern Foreign Languages" by Esther M. Eaton.
Grittner: 319-360
Levenson and Kendrick: 412-439
Lado (1): 158-170
Lado (2): all
Meras: 303-329
Oliva: 203-232
Rivers: 286-317
Smith and Leamon: 79-106
Stack: 184-207
Valdman: 175-214
Valette: all

UNIT XII
TECHNOLOGICAL MEDIA

A. Using the language laboratory

1. Preparing materials

B. Using the overhead projector

1. Preparing transparencies

C. Using the film projector
D. Programmed materials

E. PRACTICE

READING LIST

Brooks: 189-199
Chastain: 397-405
Donaghue: 157-201
Grittner: 175-201; 282-317
Lado (1): 173-213
Meras: 270-292
Oliva: 183-203
Rivers: 318-358
Smith and Leamon: 127-167
Stack: all
Valdman: 133-159; 215-253

UNIT XIII

FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL

A. Value of early language experience in establishing attitudes and relationships

B. Viewing the FLES situation

C. Value of a FLES program

READING LIST

Brooks: 114-119
Cornfield: 154-155
Donaghue: 3-21, 305-332
Finocchiaro: all
Oliva: 258-270
Rivers: 358-268
Valdman: 253-285

UNIT XIV

PROFESSIONALISM

A. Foreign Language Teachers' Organizations

1. MLA - Modern Language Association (The Modern Language Journal)
2. ACTFL - American Council on the Teaching of Foreign Languages (Annals)
3. AATF - American Association of Teachers of French (The French Review)
4. AATSP - American Association of Teachers of Spanish and Portuguese (Hispania)
5. AATG - American Association of Teachers of German (The German Quarterly)
6. OFLTA - Oklahoma Foreign Language Teachers' Association (OFLTA Newsletter)

B. General Teachers' Organizations

1. NEA - National Education Association
2. OEA - Oklahoma Education Association

C. Professional attitude and behavior

D. Sources for educational materials (survey should be made annually)

E. Preparing for a new position

F. American Foreign Language Teacher -- a new journal for foreign language teachers. Published four times a year by Advancement Press of America, Inc., 1300 Lafayette East - Detroit, Michigan 48207

READING LIST

Brooks: 226-261
Cornfield: 176-179
Meras: 335-349
Oliva: 314-327
Rivers: 380, 385
Smith and Leamon: 225-239

UNIT XV

PUBLIC RELATIONS

A. How can we sell foreign languages?

B. How can we make the study more palatable?

C. How can we make it useful?

D. Suggest interest-catching devices for class use.

E. Bulletin boards

F. Display cases

G. Festivals and special programs

READING LIST

Smith and Leamon: 190-239

UNIT XVI

NEW TRENDS

A. Scheduling

1. Traditional

2. Seven-period day

3. Flexible modular scheduling

a. Advantages
b. Special needs
c. Role of teacher
d. Role of student

Reading List

Arendt: ERIC Foc 1 Report No. 18
Almon Hoye, "Can Flexible Schedules Affect Foreign Language Enrollments?". Minnesota Foreign Language Bulletin (May 1966).
Gladstone, "Modified Scheduling and Foreign Languages. NASSP Bulletin (November 1966).
Smith and Leamon: 135-142.
Grittner: 66-74, 84

B. Individualized Instruction

1. Learning rate

2. Independent study
3. Interest and ability grouping
4. Remedial and/or enrichment grouping
5. Individual choice of materials according to specific interests after having learned language skills
6. Interdisciplinary courses
7. Combinations
8. Materials
9. Scheduling
10. Teacher's role
11. Student's role
12. Performance objectives

Reading List

Britannica Review of Foreign Language Education Volumes I, II, and III
Cornfield: 28-30, 91-93
Grittner: 175-199

C. Micro-Teaching

1. History
2. Planning, preparation, and orientation period
   a. Identifying teachers to participate
   b. Identifying students for class
   c. Locating micro-teaching classrooms
   d. Determining performance criteria

Reading List

Olivero, James L. Micro-Teaching: Medium for improving Instruction. Columbus, Ohio, Charles E. Merrill Co., 1970. (Excellent bibliography) READING FILE (Report Form)

Title _____ Name _____
Author _____ Date _____
Pub. _____ Date _____ Unit _____
Pages: _____ to _____
CONTENT:

EVALUATION:

DO'S FOR FOREIGN LANGUAGE TEACHERS

1. Teach only a limited amount of material at a time.
2. Use the target language to communicate in the class.
3. Teach vocabulary in context.
4. Vary approach and maintain a lively pace.
5. Use appropriate visual aids.
6. Try to involve every student actively.
7. Have well defined goals at all levels.
8. Have constant and consistent attention to developing of the four language skills.
9. Include the teaching of culture at every opportunity.
10. Permit the students to hear frequently the language spoken at normal speeds by native speakers through tapes, radio or natives as guests of the class.
11. Indicate a love of the language.
12. Relate to other subject areas.
13. Complete the basic course before attempting to teach the appreciation of literature.
14. Avoid literal translation as a class exercise.
15. Use minimum vocabulary to emphasize structure.

STUDENT QUESTIONNAIRE

1. Name _____

   Address _____ Telephone _____

   Birth date _____ Place _____

   School Classification _____

2. Have you previously studied a foreign language? _____

   How long? _____ Where ? _____

   Have you traveled in a foreign country? _____

   Where? _____ When? _____

3. Hobbies or chief interests: _____

   Do you play a musical instrument? _____ Which? _____

   Do you sing? _____ Solo? _____ Group? _____

   Would you like to participate in extra-curricular language activities? _____

4. What is your major field of study? _____

   What profession have you chosen? _____

   Which phase of language study (speaking, reading) interests you most? _____

   Why did you enroll in this class? _____

This questionnaire, when completed on the first day of class, is useful as a personal record of students and gives the teacher pertinent information for in-class and out-of-class language activities.

SUGGESTED SIGNALS AND SYMBOLS FOR ORAL TECHNIQUES

FULL CLASS

With hand palm down, make a full circular motion. Let your arm fall to signal the moment when the class is to respond in unison.

HALF CLASS

With hand open and straight out, move arm to right or left to indicate which half of the class is to reply.

TEAM OR ROW

With hand straight out, point to the row or team that is to participate.

INDIVIDUAL

Point index finger at the pupil who is to respond. Let arm fall to signal the moment of his response.

STOP!

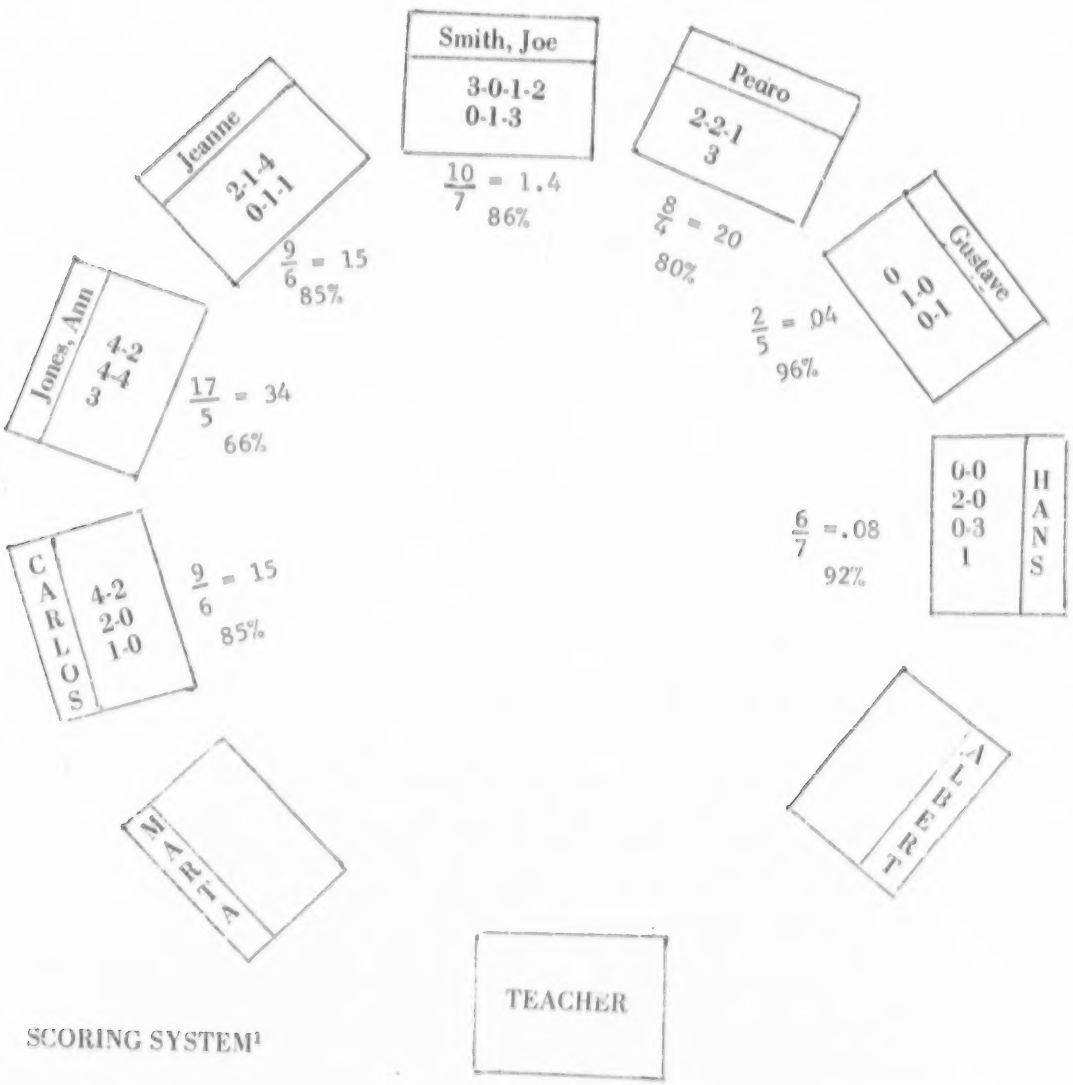
Open hand raised to face class.

LOUDER!

Hand to ear, followed by signal calling for response.

Cote, Levy, O'Connor, Le Français: Ecouter et Parler, Holt, Rinehart and Winston, 1962, pp. 4-5.

ORAL GRADING SHEET



SCORING SYSTEM[1]

0 - excellent
1 -
2 -
3 - neither excellent nor poor
4 -
5 - poor

To convert to % grade
Add scores and divide by number of grades
10
7= 1.4 Move decimal to left and subtract from 100 - 86%

[1] Stack, Edward M.: The Language Laboratory and Modern Language Teaching, Chapter 11

CLASS _____
WEEK _____
LESSONS _____
TESTS _____

Sketch may be varied to suit seating arrangement.

There is adequate space for 6-8 daily grades in each space.
Tests may be entered in red.

Sheets are duplicated and used on a Clip board.

WHY FLES?

(The following is an excerpt from an article by the late George A.C. Schere, "The Sine Qua Nons in FLES," published in The German Quarterly, November, 1964.)

The FLES movement goes on because it makes much sense. The jet age is making it increasingly difficult for Americans to maintain their traditional attitude that everyone should learn English. In addition, the evidence that languages can most easily be learned by the young is overwhelming. Without going into detail on the rationale for FLES it can be said that children under the age of ten have a number of powerful physiological and psychological advantages over adults in language learning:

1. Their speech organs are flexible, and they are capable of producing new sounds with little effort.

2. They have a greater power of phonetic discrimination.

3. They learn linguistic patterns without the need of associative networks to aid the memory.

4. They are interested in learning about foreign peoples, and their interests are so basically concrete that producing suitable material poses few problems.

5. They are essentially anomic; that is, they have not yet established strong links with their own culture and have not yet developed prejudices about others and therefore can readily identify themselves with other peoples.

6. They are capable of learning a new language in its own context without reference to their native language.

7. They learn for the sake of learning, and there is no more powerful motivation.

8. They have a remarkable ability to infer meaning and to tolerate vagueness until meaning is sharpened by subsequent contexts.

9. They do not have to reason about language.

10. They do not have strong habits of visualization, so that the audiolingual methodology with its extended period of prereading work is ideally suited for them.

11. They are uninhibited in practicing the new language.

12. They are not frustrated by a large gap between what they want to say and the means they have to say it.

13. They can save valuable time later in life by learning a language at a period in their lives when they have time to spare.

It can no longer be argued that FLES is harmful to the normal development of the child, especially to his progress in other subjects. Recent research reports have shown not only that this argument is invalid but also that FLES actually has a positive effect on achievement in other school subjects. Some researchers have reported a positive transfer back to the native language.

HOW TO TEACH FOREIGN LANGUAGE: SEVENTEEN BASIC PRINCIPLES

Dr. Robert Lado, Dean of the Institute of Languages and Linguistics at Georgetown University, sums up for us these principles of language teaching. They are based on his latest text Language Learning: A Scientific Approach, 1964, McGraw-Hill Book Company.

PRINCIPLES OF LANGUAGE TEACHING

Given the student and the language as they are, teaching consists of bringing the language to the student in the most effective way for whatever goals are set. To do this there is need to state certain rules, statements or principles that will be sufficient to the task. Here is a set of such principles that seem necessary and sufficient today. They are, of course, subject to change or elimination as new scientific facts are added to our knowledge.

1. Speech before writing. Teach listening and speaking first, reading and writing next. This principle is the basis for the audio-lingual approach. From linguists we know that language is most completely expressed in speech. This principle does not mean that we should teach only audio-lingual mastery. It does imply that deciphering written material without knowing the language patterns as speech is incomplete, imperfect, or inefficient.

2. Basic sentences. Teach basic conversational sentences for memorization. This principle, advocated by linguists, has a strong psychological justification not dealt with in published experiments but tested repeatedly otherwise.

Students have a shorter memory span in a foreign language than in their native one. When examples or models are given in the foreign language, they may not be heard correctly or they may be forgotten in seconds. The student cannot use such examples to understand the grammar or to create other sentences by analogy because he does not remember them. The extra effort needed to memorize dialogues in a foreign language enables the student to use them as models and to proceed with further learning.

3. Patterns as habits. Establish the patterns as habits through pattern practice. Knowing words, individual sentences, and/or rules of grammar does not constitute knowing the language. Talking about the language is not knowing it.

4. Sound system for use. Teach the sound system structurally for use by demonstration, imitation, props, contrast, and practice. Observation repeatedly shows that merely listening to good models does not produce good pronunciation after childhood.

5. Vocabulary control. Keep the vocabulary load to a minimum while students are mastering the sound system and the grammatical patterns. Expand the vocabulary to adequate levels and teach specialized vocabularies when the basic structure has been mastered.

6. Teach the problems. Problems are those units and patterns that show structural differences between the first and the second languages. The disparity between the difficulty of such problems and the units and patterns that are not problems because they function satisfactorily when transferred to the second language is much greater than we suspect. The problems often require conscious understanding and much practice.

7. Writing as representation of speech. Teach reading and writing as manipulations of graphic representation of language units and patterns that the student already knows. The distinction between writing and speech is obvious in Chinese, but it is still basic in French, Spanish, or German; even if not as obvious.

8. Graded patterns. Teach the patterns gradually, in cumulative steps. To teach a language is to impart a new system of complex habits, and habits are acquired slowly.

9. Language practice versus translation. Translation is not a substitute for language practice.

10. Authentic language standards. Teach the language as it is, not as it ought to be.

11. Practice. The student must be engaged in practice more of the learning time. The law of exercise, contiguity and intent to learn require this principle.

12. Shaping the responses. When a response is not in the repertory of the student, shape it through partial experiences and props.

13. Speed and style. Linguistically, a distorted rendition is not justified as the end product of practice. The principle makes sure that the practice ends in a linguistically acceptable and psychologically full experience.

14. Immediate reinforcement Let the student know immediately when his response has been successful. Thorndike proved experimentally that blindfolded subjects did not learn to draw 4-inch lines even if they drew thousands of them, so long as they did not find out when they had succeeded.

15. Attitude toward target culture. Except in cases of incompatibility, impart an attitude of identification with sympathetic understanding of the people who speak the second language rather than merely a utilitarian attitude toward the language or a disinterested or negative attitude toward the people or the language.

16. Content. Teach the meaning of the second language as it has developed in the culture where it is spoken natively. A language is an index to its culture.

17. Teach primarily to produce learning rather than to please or entertain. This principle is based on the observation that classes which entertain most are not necessarily the most effective. It is based also on the analogy with medical science. In developing a new drug, for example, no thought is given to whether it has a pleasant taste. Results and absence of side effects are the decisive criteria. Once a drug is found effective, it is put into palatable form, but effectiveness comes first.

In language teaching we have not yet reached this stage of scientific sophistication. It is common to discuss materials and techniques on the basis of whether or not the student or the teacher finds them interesting, without sufficient regard for effectiveness. In a scientific approach, the amount of learning outweights interest. Once the effectiveness of a technique is demonstrated, working to make it more palatable, more absorbing, more interesting is in order, but not before, and certainly not as a substitute for effectiveness in terms of learning.

THE CHARACTERISTICS OF A GOOD LANGUAGE TEACHER

Edward G. Brown
Department of Romance Languages
University of Arizona

THE GOOD LANGUAGE TEACHER

1. He has a desire to help his students.
2. He is enthusiastic about his subject and his enthusiasm is contagious.
3. He associates the culture with the language in class.
4. He is always well prepared for his classes.
5. He teaches in the foreign language as much as possible.
6. He is flexible in his teaching methods and classroom routine.
7. He finds something to praise in the performace of each student.
8. He gives all students the opportunity to participate.
9. He has a sense of humor.
10. He makes the study of language "relevant" to the lives of his students.
11. He takes into consideration the varied backgrounds of his students and attempts to develop their individual capacities.
12. He takes into consideration that "native speakers" of the language may also have problems with the language.
13. He has the courage and honesty to say "I don't know.".
14. He gives varied and interesting assignments.
15. He teaches the language as fundamentally a matter of communication and creates opportunities for communication.

THE POOR LANGUAGE TEACHER

1. He is completely inflexible in his teaching and classroom routine.
2. He picks favorite students and allows them to dominate class activities.
3. He is a tyrant in the classroom and creates a hostile atmosphere.
4. He makes his students feel ignorant and inferior.
5. He teaches his classes like lecture sessions and does most of the talking himself.
6. He expects performances beyond the capabilities of his students.
7. He shows little interest in his students and avoids contact with them outside of the classroom.

8. He follows the textbook blindly in his classwork.
9. He does not take the time to explain things well to his students.
10. He rarely provides positive reinforcement (praise for something well done).
11. He makes no attempt to motivate his students.
12. He emphasizes the grammatical rather than the conversational aspects of the language.
13. He makes no attempt to make the class "relevant".
14. He does not like to discuss ideas different from his own.
15. He makes little effort to use the foreign language in class.

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The Inservice Educator

Oklahoma State Department of Education
January, 1972

QUALIFICATIONS FOR TEACHERS OF MODERN FOREIGN LANGUAGES*

The training of the future teacher of modern languages should enable him to:

a) Undertand the foreign language spoken at normal tempo.

b) Speak the language intelligibly and with an adequate command of vocabulary and syntax.

c) Read the language with immediate comprehension and without translation.

d) Write the language with clarity and reasonable correctness.

e) Understand the nature of language and of language learning.

f) Understand the learner and the psychology of learning.

g) Understand the evolving objectives of education in the United States and the place of foreign language learning in this context.

In addition to possessing the requisite knowledge and skills, the language teacher must be able to:

a) Develop in his students a progressive control of the four skills (listening, speaking, reading, writing).

b) Present the language as an essential element of the foreign culture and show how this culture differs from that of the United States.

c) Present the foreign literature effectively as a vehicle for great ideas.

d) Make judicious selection and use of methods, techniques, aids, and equipment for language teaching.

e) Correlate his teaching with that of other subjects.

f) Evaluate the progress and diagnose the efficiencies of student performance.

*PMLA (September, 1964) pp. A-12 and A-14

TEXTBOOK OR PROGRAM SELECTION

This checklist is designed to assist in the selection of a classroom program composed of a text and accompanying enrichment materials. Care should be used to select wisely so as to avoid the necessity of frequent changes which are costly and weakening to the over-all program.

1. Does the basic philosophy of the selected program agree with the school philosophy?
2. Does the program have some well-defined objectives that can be correlated with the objectives of the teacher?
3. Is the program designed to develop all the skills of communication: listening, speaking, reading, and writing? Are adequate drills and exercises provided to teach mastery of these skills?
4. Is the phonetic basis of the language presented in a linguistically sound manner?
5. Is the program organized so that the structure of the language is presented in a logical sequence, that is, from the simple to the complex and from the part to the whole?
6. Is the vocabulary realistic and authentic? Is it presented in context as opposed to word lists?
7. Is the program based on authentic culture of the language being studied?
8. Does the program provide for a smooth transition from level to level?
9. Are appropriate and sufficient enrichment materials included such as films, filmstrips, tapes, pictures, and take-home discs? Are these materials of a good quality: good photography of authentic scenes, quality recordings by native voices, tapes free of extraneous noises?
10. Is there a teacher's manual that includes useful aids, such as drill techniques, suggested lesson plans, pronunciation aids, suggestions for classroom activities, and aids for testing student progress?
11. Is the format of the text attractive? Consider the size of the print and the number of pictures and illustrations. Does the page look cluttered?
12. Is English used judiciously in the text? Are comparative translations avoided?
13. In the upper levels, is the reading material selected for its appropriateness of content, length, interest, and difficulty? Is there an attempt to acquaint the student with the literature of the language?

"Criteria for the Evaluation of Materials," Appendix 2, MLA Selective List of Materials, pp. 143-153.

LESSON PLANS

The teacher should write out a brief outline of each lesson to include:

Objectives
Activities
Evaluation techniques
Assignment for the next day
Portion of text covered
Materials needed

These brief outlines should show continuity and fulfill the broad objectives of the learning plan.

A TIME SCHEDULE FOR A CLASS PERIOD (50 minutes)

Warm-Up . . . . . 5 minutes

A Surprise Period -- This is a time when the teacher may engage the students in oral communication by asking personal and timely questions involving as many students as possible. Variation may be achieved by impromptu talks by the teacher on cultural topics in the target language. Vocabulary and structure should be within the grasp of the students but they should have to reach. Vocabulary should be familiar with an occasional new word thrown in to challenge.

Review . . . . . 10 minutes

a restatement of concepts previously learned

View . . . . . 20 minutes

drill phase of the lesson covering the assigned material
correction of homework
evaluation of students' grasp of material

Preview . . . . . 10 minutes

assignment for next day and techniques to achieve it

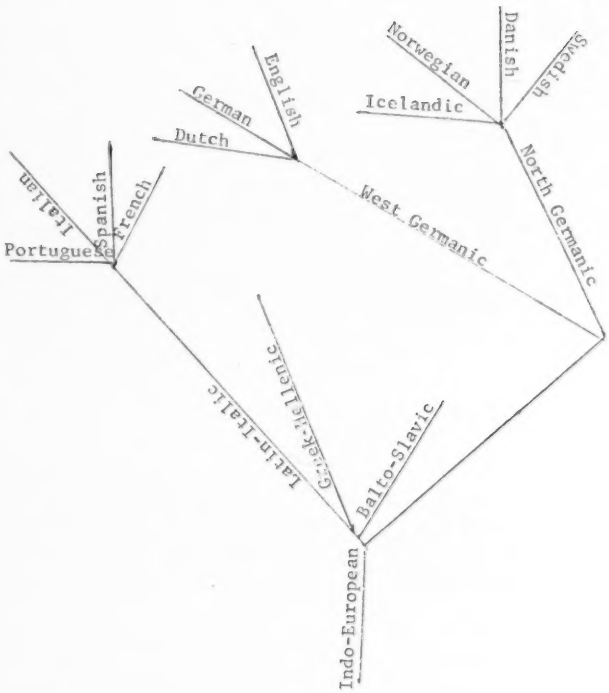
Something Special or Piece de Resistance or The Pay-Off . . . . . 5 minutes

the application of skills learned to some phase of language that the students will find enjoyable and interesting.

Example: a short poem
an anecdote
singing
writing the last line of a limerick
a debate
spelling match
a word game
a newspaper clipping
reading ads in newspapers
finishing a paragraph (original ending)
planning an imaginary trip
map study

This may be conducted by the teacher or students (individually or in groups) and may take turns presenting something that will interest or amuse the class. All, of course, are in the target language.

1000 B.C. -- Indo-European language began to split
4th Century -- Bishop of Goths translates parts of Bible
5th and 6th Centuries -- Anglo-Saxons crossed over to England
803 -- Charlemagne orders dissemination of Gospel in a common language
850-1042 -- Incursions of Scandinavian invaders
1066 -- Norman Conquest of England
1450 -- Gutenberg invents movable type - Gutenberg Bible
1522 -- Martin Luther translates New Testament into High German



COMPARISON OF GERMANIC AND ROMANCE LANGUAGES

GERMAN; Gib uns heut unser täglich Brot.

ENGLISH: Give us this day our daily bread.

DUTCH: Geef ons heden ons dagelijksch brood.

DANISH: Giv os i Dag vort daglige Brod.

SWEDISH: Giv oss i dag vart dagliga bröd.

ICELANDIC: Gef oss i dag vort daglet braud.

. . . . . .

LATIN: Da nobis hodie panem nostrum quotidianum.

FRENCH: Donne-nous aujourd'hui notre pain quotidien.

SPANISH: Da nos hoy nuestro pan cotidiano.

ITALIAN: Dacci oggi il nostro pane cotidiano.

PORTUGUESE: O pao nosso de cada dia dai-nos hoje.

BULLETINS PUBLISHED BY THE U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, OFFICE OF EDUCATION, WASHINGTON, D.C. 20202

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2. MLA-ACTFL Materials Center. 62 Fifth Avenue, New York, New York, 10011. (Source for ERIC Focus Reports)

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APPENDIX A

INDIVIDUALIZED INSTRUCTION IN THE TEACHING OF FOREIGN LANGUAGES

A Broad View

By: Helen Warriner, Supervisor of Foreign Languages, State Department of Education, Richmond, Virginia

I appreciate this opportunity to address you on what I consider to be a very timely subject to teachers and students today and, most especially, to those of us in foreign languages. Although I have never taught using techniques which are innovatively individualized, I work with many teachers from all languages and levels of instruction; I see students of many different backgrounds, abilities and interests; I am aware that in many schools foreign language enrollments are dwindling; I hear administrators questioning the raison d'être of foreign languages in the high school and college curricula; I know that when school boards and supervisors cut the budgets, the foreign language departments are often the first to suffer; and I am convinced that we must reexamine our philosophy, our objectives and our methods of teaching. And whatever approach I take to analyzing the problems, I usually come back to the same conclusion that I reached but didn't know how to deal with as a beginning teacher: You can't teach them all the same way. So, although I am no expert on individualized instruction, my experience has caused me to develop some views on this topic.

I would like to start with a definition of individualization, for I believe that the parameters of my thinking on this topic are somewhat more inclusive than those of many educators. I shall ramble around as I define, for I believe that an ample definition serves to expand one's thoughts. The purpose of individualized instruction is to provide each student with optimum opportunities for success in foreign language learning by surrounding him with conditions for learning that best suit him. Now, that's a big order. And it's idealistic. In fact, it's totally unrealistic for any of us at this point in time, given the present stage of development of the theory and practice in language learning and of professional preparation for teaching. But it's a direction toward which all of us can make some progress if we are willing to try.

Individualization is nothing new. Good teachers from time immemorial have been concerned for the individual student, but too few have known much about what to do to help him. Here in this country, John Dewey provided a strong voice for individualization of instruction several decades ago; but much more was actually achieved, I believe, in expressing a philosophy than was accomplished in learning how to teach the students. The difference in the Deweyan era and the seventies, I think is that we now find ourselves up against a wall, propelled there by numerous forces; and we are seeking ways to defend ourselves against reduced requirements, shrinking enrollments, curtailed budgets, and the pangs of our own consciences. More about those forces later . . .

Individualization of instruction is very much a matter of degree. This is perhaps one of the most important things that I will have to say, because, for most of us, the degree makes the difference between the unreachable and the attainable. 1. There are many things which all of us can do. We can all conduct ourselves as teachers in such a way that each student in front of us is assured of our interest in him. Such things as eye contact between teacher and student, conversion of the text's dialogue lines or conversation situations to a localized, personalized milieu, or breaking the total class into sub-groups with assigned leaders can help make each student feel that he is a real participant in the learning process. 2. There are some things that many of us can do. The college teacher whom I recently observed has a highly motivated group of architecture students who are excited about learning German because the content of the class is architectural material. (I might also add parenthetically that the excitement soon wanes after the second year when their only option is the conventional literature-reading class, and most who cannot continue with the first instructor on an independent-study basis swell the ranks of the well-known dropout. It's not that there's necessarily anything wrong with the conventional third-year class. it's just that it isn't compatible with these students' interests. I might also add that the kids in the German-architecture class are learning more language and culture than most of those in traditional language, literature, conversation or culture classes.) Another interesting experiment which I observed recently is the twice-a-week combination of students in the second- and fourth-year high school French classes during which time the fourth-year students, working under the supervision of the teachers, instruct the second-year kids on a one-to-one basis. Both groups say that the system has been beneficial to them. 3. Few of us can go the full route to individualization whereby we employ the continuous-progress system of learning, allowing each student to move at his own rate of speed; but I have been pleasantly surprised this year to find several Virginia foreign language teachers already deeply committed to and practicing this kind of instruction and others who are making plans to move in this direction. I hope that I have convinced you by these examples that individualization is a matter of degree which permits, indeed encourages, all foreign language teachers everywhere to break the old lock-step system of instruction at least to some extent.

Individualization is synonymous with personalization, localization, and humanization of instruction. I read this somewhere recently, but this was not new thinking to me. I appreciated it, however, for I have made the same observation many times. Foreign language teaching is meaningless until Billy Smith from Bartlesville or Blackstone knows that the teacher is trying to help him, no matter how many other students are in that class, until the French economic system is discussed in terms of values which he understands, until the culture about which he is studying is made to come alive as living, breathing human beings who share thoughts, emotions and habits which are similar to or contrast with his own.

Individualization of instruction is both a philosophy and a system. It is first a belief in and a respect for each and every

student. Beyond that, it is a system of methods, techniques, materials and facilities which provide the student with better opportunities for successful language learning.

In reference to the more ambitious forms of individualizing, it should also be said that there are alternative ways of achieving it. Perhaps the form in which more teachers and students are engaged is that in which the rate of learning is varied to permit students to move through the material at the pace which best suits them. This form is usually a quantitative one in which students learn differing amounts of the same material. Another form is that exemplified by the German-architecture class in which the objectives and content differ from those of conventional programs and which are particularly directed to their own somewhat specialized interests. A third approach to individualizing instruction is to provide alternative methods and techniques to the achievement of a given goal. One teacher I know does this by the statement of a specific performance goal at the beginning of the unit, the listing of a number of varied activities in which the student can engage in order to achieve the objective, and the advice that he can choose as many or as few of those activities as he needs in accomplishing the goal.

I think that it might be appropriate to consider also why the individualized instruction is a passing fad. A year from now we may not be talking so much about it, but I believe that more of us will be doing something about it. Different from the FLES or language lab themes of a decade ago, almost all of the foreign language teachers I know who are trying to individualize are doing so because they personally felt the need or encountered a problem which caused them to look for a better way. One, for example, became interested in what she saw her sister doing with her elementary school class, and she decided to try to adapt some of those techniques to high school French teaching. At the time, she didn't know what the term "behavioral objective" meant, had never heard of Florence Steiner, Howard Altman, or Ron Gougher, and, in fact, plunged into the system before even her department chairman or supervisor knew what she was doing. Another bright, young teacher responded to my question "Why?" by saying, "I had a bad experience in student teaching." She hastened to explain that just about the time the bright kids were getting restless to move on, the slower ones were just beginning to catch on. All of us know that feeling. And she, as a first-year teacher, proceeded to write her own program, ignoring all conventional texts and materials in favor of her own continuous-progress system. At least some of the results are outstanding. Students return to class during study halls and even vacations (this school is on a twelve-month schedule) to continue studying or to run the lab equipment. Eighty percent of the sixth-graders have signed up for French next year. A third teacher had a special group of second-year students who, for one reason or another, had not done well during the first year. Although a good teacher, she was frustrated by not knowing what to do with this group. Discipline problems arose, and in desperation she turned to an individualized approach. You would never know that this is a so-called "slow" group. Those kids put many of our classes to shame in their enthusiasm for French, in their ability to use the language both orally and in written form, and in their knowledge of culture. The German-architecture professor and her department chairman stumbled across that idea while brainstorming the current status of foreign language teaching during a social occasion.

I think that we have begun to realize that in many respects we have failed as language teachers. Before I go any further, I want to assure those of you who may be putting me down as a bearer of doom that I am not. I can speak exuberantly about the tripled and quadrupled enrollments in some languages during the last decade. I can sometimes be guilty of sacrificing professional objectivity as I describe vibrant instruction and turned-on kids that I have seen in foreign language classes. But there are just not enough of these happy cases. A recent Virginia survey of some 4000 high school seniors revealed that of those who had failed a foreign language class, the majority had not failed another subject. In other words, there seems to be a greater propensity to fail a foreign language than other subjects. We realize that we have failed to see that our students have gained any degree of usable control over a foreign language. We realize that we have failed when many of our own students who came to us tripping lightly with excitement of learning a new language lose that enthusiasm as they become mired in the details of mastering the subjunctive. And goodness knows, we begin to wonder if we have failed when the school boards and administrators look first to curtailing the foreign language program in order to save a few dollars. We have simply promised more than we have delivered.

We cannot forget that the teacher no longer completely dominates the schoolroom. The student has rightly insisted on a piece of the action, and responsible educators have seen that he secured it without, at the same time, abandoning their professional responsibility to him. In many ways, the student can now make his views on his own education known, and he is taking advantage of them. The wise teacher has always listened to the student. He didn't have to be deafened by the strident voices of the sixties and seventies. It behooves us all to listen, for we cannot exist -- teacher and student -- in separate worlds.

We cannot forget that the scientific and technological developments in education in recent years have made individualized instruction more feasible. Perhaps in some respects, at least, it all began with programming, which never caught on very well as such in education, but from which we learned some important lessons. And although the language lab was, in many respects, an aborted attempt, most of us came to accept the necessity of laboratory work, in its broader context, to language learning; and the tape recorder, language master, cassette machine, and even video recorder came to be employed as basic tools in many of our classrooms. Where would the continuous-progress classes be today without these concepts and this equipment?

And, finally, from the observations that we have made of the twelve months school system in Virginia and the mounting trend in that direction, we conjecture that continuous-progress instruction will, of necessity, have to be employed to at least some degree in the schools operating with this schedule. With a number of the students on vacation at any given time and the constant coming-and-going of students during the year, there seems to be no other viable alternative.

What is your responsibility to your profession and to your students? What can you do? Let's consider a few of the alternatives. First, get yourself informed. Read. Almost every issue of every foreign language pedagogical journal these days carries at least one article on the topic, many of them written by practitioners who are describing their own approaches. Bibliographies on the topic can't be kept current. Some of the best sources of information are volumes II and III of The Britannica Review of Foreign Language Education, Annals, The American Foreign Language Teacher, The Modern Language Journal, Altman's proceedings of the Stanford conference, and the Gougher-Bockman newsletter distributed free for the asking by Westchester State Teachers College in Westchester, Pennsylvania. Go to observe and talk with other tachers who are already involved. Attend a workshop. In your own classroom, you can make even a small beginning on Monday morning. Sensitize yourself to your relationships with your students. Are you unintentionally ignoring some of them, especially those who don't learn as readily as others? Are you overlooking the advantages of eye contact? Are you barricading yourself behind the desk, the lab console or even your own notes? You can make another small beginning by taking the instructional material out of the book's non-prescriptive setting and moving it into the localized and personalized environment of your own classroom and your own students. Adapt the dialogue, not at the end of the unit but as soon as enough basic patterns and vocabulary have been mastered to vary it. What does Caesar have to say to a generation of students concerned with the draft? What lessons does Vergil have for the ecologists? You can occasionally divide your classes into groups with student leaders to multiply student participation, vary activities, provide students with more than one approach to learning, and increase student responsibility for their own education. Some of you can begin to make plans for the occasional combination of classes of different levels such as those which I described earlier in which the more advanced students instruct the others. You can survey students to see why they took a foreign language, what some of their opinions are about their experience in language learning, and what their interests are. This information can then be used as a partial guide to objectives, methods, and materials for foreign language classes. You can design certain units of instruction or projects which permit students to exercise their own interests in foreign language learning. You can plan activities in which the better students help teach the slower ones. You can increase and diversify the supply of materials from which students may draw in order to pursue their own interests in language learning. Or some of you may want to begin planning for a continuous-progress system of learning.

If I am encouraging you to examine your present system and to move at least a degree along the continuum toward individualized instruction, let me also suggest some cautions. Most of the cautions which I shall offer apply especially to the continuous-progress system.

First, don't jump on the bandwagon mindlessly. We have learned many hard and painful lessons in our field because of bandwagonism. Remember FLES and the language lab?

Be forewarned of the necessity for long nights and weekends and summers of planning and preparation such as you have never spent before. In spite of the fact that students assume more responsibility for their own learning, the teacher's responsibilities, too, are increased; for he or she has to see that the students have incentive for learning and materials and equipment which facilitate his task.

Be also forewarned that individualized instruction is no panacea which works for all teachers. Those who tend to be somewhat disorganized should perhaps not consider the more complex versions of it.

Be realistic and practical. Proceed gradually. Attempt at first only what you are reasonably certain of being able to accomplish. Perhaps you can begin with a mini-course approach. Perhaps you can develop just a few self-instructional units built around one or two specific instructional objectives.

Don't discard all of the old. Even in a completely self-paced program, most teachers find that much group work is necessary, even occasionally for the entire class.

Don't let the minutiae of specific learning tasks obscure the overall objectives of the course which are still, in most cases, listening, speaking, reading, writing, and culture. I have found that some teachers have nearly abandoned speaking activities except for drill purposes. This is wrong. Particular care must be exercised to see that it does not happen.

Realize at the outset that a more intricate system of student record keeping and grading is necessary in a continuous-progress system. Students are often many units apart. Charts and gradebooks must therefore complement each other to provide both a qualitative and quantitative record of each student's performance.

The stage must be carefully set for the continous-progress system. Students, most of whom are accustomed to years of schooling in the conventional, teacher-centered system, should be introduced gradually to an approach to learning which requires much responsibility of them.

Even most teachers must anticipate a period of adjustment. They are not accustomed to thirty kids being at perhaps 18 different stages of learning at the same time. Some have told me that they had to get used to the constant movement of students about the room as they go from one activity, learning center, piece of equipment to another.

Nor should parents be omitted during the process of orientation.

Don't think of initiating a continuous-progress system without administrative support and the cooperation and understanding of other teachers within the school system. Most teachers will need increased budgets to purchase additional equipment and materials. And above all, provisions must be made for the teachers who receive students from a self-paced program to continue to accommodate them, or students will lose interest and drop out, and teachers will be hopelessly frustrated.

Related to the foregoing cautions are several problems which I have observed, some of which are basically unresolved. The most obvious and frequent perhaps is that of grading and awarding credit. Theoretically, at least, in a self-paced program there should be no failures. But should Johnny who has done his best and completed 63 units and Tommy who has worked equally as hard and mastered only 41 at the end of a given year receive the same or different grades? What about credit? The continuous-progress teacher usually runs head-on into the Carnegie-unit system which rewards students for time spent in the classroom and not the level of accomplishment in relation to their ability. Most teachers, at best, have had to settle for a compromise on this problem.

I had an instructor in graduate school who said that one thing wrong with American education is that we deal with one facet of a problem at a time instead of taking more of a fundamental approach to it. What he said is relevant to individualized instruction in that, in addition to changing the pacing and approaches to learning, we also need to put more than one instructor in the classroom. At least two instructors should be used, even if one is a semi-professional or teacher aide working under the supervision of the professional. Few teachers have been able to secure this advantage.

There is a tendency on the part of some teachers to spend most of their classroom time testing and checking students at the various stages of instruction to the neglect of more fundamental learning activities. Perhaps the solution to this problem is to attempt to devise more evaluative devices which can be self-administered and corrected by students.

In the past, few teachers have used aptitude tests for their most appropriate application: to help identify the language-learning assets and limitations of students in order to adapt instruction to individual learning styles. This is a matter to which we should now address ourselves more diligently since individualized instruction enables us to provide more adequately for individual differences.

We are long overdue for many fundamental improvements in foreign language teacher education, and both foreign language instructors and education departments in the colleges and universities share the responsibility for seeing that something is done about this problem. Few schools provide preparation for the foreign language teacher education majors, either by precept or example, to enable them to cope effectively with this approach to language learning.

I should not conclude without saying a word about testing and grading students in the continuous-progress system of learning. Since students take self-applied or teacher-administered tests at certain checkpoints in the instructional process, and since the same test is given on numerous occasions, those unacquainted with the continuous-progress approach invariably ask, "What about cheating?" "Don't students get help from or give help to each other?" No teacher with whom I have discussed this question reports it to be a problem. There simply is little point in cheating. There is nothing to be gained from it. The continuous-progress system is based upon mastery, therefore if a student cheats once or twice he automatically hangs himself at the next stage of instruction. Cheating is self-defeating. Testing in the continuous-progress approach to learning becomes a part of the instructional process rather than a punitive-reward system.

We know too little at this point about the results of individualized instruction. I would make some observations derived from classroom visitation and discussions with teachers and students. One of the greatest differences to me seems to be in motivation. In almost every case, even when individualized instruction is used to a limited degree, the students seem to be more interested in language learning than they were previously with the same teacher. I have sat with groups of students who critiqued the new approach and compared it with the old, and I have talked with others. Almost without exception, they state a preference for the individualized approach, and they can usually support their opinions with good reasons. Discipline problems seem to occur rarely, and teacher after teacher reports that students who were formerly disruptive influences in the class have become diligent and serious toward foreign language study. I left language proficiency as the last item in this commentary on the results of individualized instruction, not because the results should be subordinate to the means but because motivation and discipline have much to do with what, how much, and how well students learn. Actually, we know very little about the results. Much testing needs to be done to determine how much progress is being made and to analyze the problems of individualized instruction. I must honestly admit that in many cases, I think the conversational skills are being slighted. Nevertheless, I have seen other classes in which the students had developed a good degree of proficiency in using the language in a flexible, applied situation. I would summarize my views regarding the results of individualized instruction by saying that I would be willing to give up some small degree of language mastery if more students were to become more interested in foreign language and cultures, and I doubt that even that sacrifice needs to be made.

In conclusion, I would like to quote from the opening philosophical statement of our own Virginia foreign language curriculum guide:

> Unless children have severe physical, mental or emotional handicaps, they are capable of language learning; in fact, they master the basic structure and vocabulary of their mother tongue before entering the first grade. The processes and conditions involved in learning a second language are similar to those involved in learning the native language. All children who have learned one language can learn another.
>
> The public schools, therefore, are responsible for offering every youngster the opportunity to learn a second language, regardless of the curriculum in which he is enrolled, his vocational intentions, or his previous scholastic achievement.
>
> The language teacher is responsible for seeking effective methods of instruction which make second language learning possible for all students who desire it. [1]

Individualized instruction is no panacea to language learning. It is simply one means by which responsible teachers are seeking better methods of instruction which make the goals of second language learning more attainable for more students.

[1] Foreign Language Service of the State Department of Education. Foreign Languages and Foreign Language Learning in Virginia Schools. Richmond, Virginia. 1969. Page 1.

APPENDIX B

OKLAHOMA FOREIGN LANGUAGE TEACHERS ASSOCIATION

Recommends your participation in

Professional Organizations
Available to
Foreign Language Teachers

OFLTA

Membership in the Oklahoma Foreign Language Teachers Association is open to all persons who are interested in advancing the profession of foreign language teaching in Oklahoma.

The organization is dedicated to the promotion of all foreign languages, modern and classical, at all levels of teaching.

Specific language groups exist as integral parts of the state organization and work within the framework of its constitution.

The objectives of the OFLTA are to coordinate foreign language teaching in Oklahoma with all national efforts; to serve as an information center for Oklahoma teachers; to stimulate professional enthusiasm and improvement of teaching skills by providing training programs; to foster common aims and harmonious spirit of cooperation among teachers of all foreign languages.

An annual meeting is held in October during the Oklahoma Education Association meeting, and a spring workshop is conducted the first Saturday in May.

ANNUAL DUES (October to October) $3.00

ACTFL

The American Council on the Teaching of Foreign Languages is dedicated to advancing the teaching of all foreign languages, modern and classical, at all levels of instruction in American education and to serving the interests of the foreign language teaching profession through its publications, annual meeting, standing committees, and secretariat.

FOREIGN LANGUAGE ANNALS is the official quarterly publication and includes professional articles, news, research reports, and an international bibliography on foreign language pedagogy.

Three types of membership are available: regular -- annual dues $10.00; comprehensive, $25.00.

Dues may be paid to the state membership chairman or directly to ACTFL, 62 Fifth Avenue, New York, New York 10011.

LATIN

The Oklahoma Classical Association devotes itself to the promotion and teaching of classical languages, and membership is open to all persons interested in the teaching of the classics.

The OCA meets twice annually in connection with OFLTA at the fall OEA convention and at the spring workshop.

DUES . . . . . .$1.00 per year.

The American Classical League is a national organization open to persons interested in classical languages. Its publication is the Classical Outlook. ACL sponsors the Junior Classical League. An annual meeting is held in June.

DUES $5.00

The ACL operates a service bureau offering publications, pamphlets, realia, and miscellaneous items for purchase by members, as well as a teachers placement bureau.

The Classical Association of the Middle West and South has an annual meeting in the spring. The Classical Journal is published by the CAMWS.

DUES $5.50

Membership in the Vergilian Society of America is $3.50 per year.

FLES

The Foreign Language Elementary School teachers' organization in Oklahoma is affiliated with the national association, and membership is open to all persons interested in elementary school foreign language teaching. FLES members may also hold membership in other sections of the OFLTA.

Its purpose is to offer the cultural and social advantages of a second language to the child during the elementary years when his natural capability to assimilate such learning is at its highest level and to encourage a consistency of presentation of the second language throughout the formative years prior to age fifteen.

DUES . . . . . .$1..00.

RUSSIAN

The American Association of Teachers of Slavic and East European Languages has as its objective for both the state and national organization the advancement of the study and the promotion of the teaching of Slavic and East European languages, literatures, and cultures on the college, secondary, and primary school levels.

The Slavic and East European Journal is the publication of the organization. The AATSEEL meets in conjunction with OFLTA at the fall and spring meetings.

DUES . . . . . .$10.00 for active and associate members and
$ 5.00 for student memberships.

GERMAN

The American Association of Teachers of German offers many services to its members, the most important of which is access to the resources of the National Carl Schurz Foundation which maintains a stock of films, filmstrips, slides, tapes, pictures of important current and historical events, literature, and cultural information. All of these items may be borrowed free of charge by member of the AATG. For this purpose, the association maintains a Teachers' Aid Program. Information regarding this may be found in one of the organizations' publications, The German Quarterly.

Another publication of AATF is Di Uterrichtspraxis which deals primarily with helpful suggestions on how to teach German, methods, drills, etc. This magazine is especially helpful for the beginning teacher.

The AATG sponsors high school contests and maintains a nationwide Teachers Placement Bureau.

Various industries have provided funds for the advancement of German. These funds are available for scholarships for teachers and for specific chapter projects.

DUES . . . . . .$10.00 per year.
$ 2.00 Student memberships.

SPANISH

The American Assoication of Teachers of Spanish and Portuguese was founded for the purpose of fostering the study of the Spanish language and literature throughout the United States by the promotion of friendly relations among its members.

Hispania, the official publication of the association is published quarterly and is devoted to the interests of Spanish and Portuguese teachers and friends. Each issue contains literary essays, grammatical and word studies, pedagogical articles, notes and news, questions and answers, reviews, notices of professional meetings, and chapter news. A regular feature is devoted to helpful hints to new teachers.

Members in good standing have the privilege of awarding the bronze and silver medals to outstanding students. These may be obtained from the national secretary.

The AATSP sponsors the Sociedad Honoraria Hispánica and national Spanish contests for secondary schools.

A Placement Bureau is maintained for AATSP members. Registration fee for the first year is $10.00 with no commission charge.

The Oficina Nacional de Correspondencia Escolar furnishes names of Spanish-speaking students for a service charge of twenty-five cents per name.

AATSF culture units are available for loan to members.

Charter flights to Spain and South America are provided, and special courses are offered by the University of Madrid. Fifteen scholarships are available through the Instituto di Cultura Hispanica.

DUES . . . . . National . . . . .$8.00 (this does not include the state dues) payable in advance for the calendar year, not the school year. Persons joining before July 1 receive back numbers of Hispania for the year; those joining later are enrolled for the following calendar year and receive the publication from the date of joining.

APPENDIX C

GUIDELINES FOR EVALUATING FOREIGN LANGUAGE PROGRAMS ABROAD FOR HIGH SCHOOL STUDENTS: A REAPPRAISAL

Criteria for the evaluation of study/travel abroad programs for high school students of foreign languages were approved in 1966 by the National Council of State Supervisors of Foreign Languages. Since then new developments have occurred which necessitate revision of the original criteria. New emphases in areas of the overseas programs require a re-examination of previous positions. The Council hopes that the reappraisal of criteria will be of assitance to school district administrators, teachers, parents, and high school students who are faced with decisions involving programs abroad.

It is not the intention of these guidelines to deter parents and students from participating in overseas foreign language programs but to help them be more selective in the choice of such a program. With the great number and variety of opportunities for high school students to travel and study abroad today, it becomes increasingly important for the potential traveler to select the best for his money.

The National Council therefore suggests the following Guidelines for Evaluating Foreign Language Programs abroad for High School Students:

I. Selection of students

A. Screening

Does the sponsoring agency screen the student as to his maturity, character, and health? Who determines that a student can profit from such an overseas experience? Are letters or recommendation from a student's teachers, counselor, or dean required with the applicaton? Is a medical examination required before the student is accepted?

B. Language ability

Has the student ever studied the foreign language before, will he be able to enter classes for beginners in the foreign country? Is it an economical use of a student's time for him to apply when he has never studied the particular foreign language?

C. Age grouping

Will high school students be mixed with college students and adults who are staff members?

II. Recruitment of group leaders (chaperones, counselors)

A. Screening

Does the sponsoring agency screen those who are applying for the position of group leader, chaperone, or counselor or is any adult accepted who recruits a certain number of students? How is a group leader required to substantiate that he possesses good character and is in good health? How is it determined that the adult has the ability to lead, counsel, and chaperone high school students in a foreign environment?

B. Payment of group leader

Is the hiring of the group leader for the overseas assignment based upon his qualifications or is he selected because of his skill in recruiting a certain number of high school students?

C. Ethics

Are teachers adhering to ethics in student recruitment? The teacher's professional relationships with students should not be used for private advantage; the educator neither solicits nor involves students or their parents for commercial gain.*

D. Language ability and travel experience

Does the group leader, chaperone, or counselor serving in the overseas program possess a command of the foreign language? Has he ever been to the foreign country? For how long? How recently? Under what circumstances?

*See National Education Association "Code of Ethics of the Education Profession" adopted July 1968. Principle I 6. In fulfilling his obligations to the student, the educator shall not use professional relationships with students for private advantage.

III. Operations of sponsoring agency

A. Travel and fees

Does the application blank clearly specify what is covered by the total payment and what is not? Are the items listed for which the student will be expected to pay extra?

B. Financial condition of the sponsoring agency

Is the sponsoring agency on a sound financial basis? Will students be stranded overseas as a result of poor financial management of the sponsor?

C. Payment procedures

Is the deadline for full payment required more than three months in advance? How late may cancellation be made without penalty? Does the sponsoring agency require an application fee which is nonrefundable? Is the amount of the fee excessive? Is the total cost of the travel/study program in line with the fees of other sponsoring agencies?

D. Insurance

Is the student required the carry accident, health, and luggage insruance? Are students who are covered under their parents' policies required to take additional insurance? Students should have insurance protection before leaving on an overseas program.

E. Advertising claims

Are the advertising brochures accurate in describing the accommodations for students? Answers can be obtained from students or group leaders who have previously participated in the program. Does the sponsoring agency guarantee that credit will be given to students who participate in the travel/study program? Credit is normally granted only by the registrar's office in the student's own high school.

IV. Academic program

A. Orientation of the student

Are the objectives of the travel/study program made clear before the student enrolls? Does the program include an orientation course for the student prior to departure for the foreign country?

B. Planning and staffing

Is the program a cooperative effort between a local educational agency (foreign language association, school district, school, etc.) and a sponsoring agency, or is the entire program handled by the sponsoring agency? When the sponsoring agency is responsible for obtaining overseas facilities only and the co-sponsoring local educational group is responsible for overseas curriculum and staffing, greater local control of the total educational program is possible.

How are staff members selected? What qualifies a person to teach American high school students in an overseas program? Native speakers do not necessarily make the best teachers, but students should have some exposure in classrooms to them. Foreign college professors are not necessarily the best choice since they often do not know how to teach American teenagers according to modern methods.

C. Authority for the overseas academic program

Does the sponsoring agency delegate its authority for the academic program to a foreign school, college, or university and hence surrender its control of the quality of the instruction?

E. Course content

Are topics of instruction at the interest and maturity level of high school students?
Do the instructional materials used by the students relate to their language ability?

F. Extent of the course

Is sufficient time for classroom instruction provided in the foreign language program? Is daily instruction provided? Are field trips and special events related to classroom instruction or are they added as pure entertainment? Does the student use the foreign language outside as well as inside the classroom?

G. Evaluation

Are pre- and post-instruction tests used to measure what the student has learned? How is the quality and quantity of student learning determined? How is progress in the skills of listening-comprehension and speaking determined?

V. Housing and recreation time

A. Student housing

How far is the students' housing from the classroom? Where is the housing of the chaperones in relation to their student groups? How is it possible for a male group leader to chaperone the girls in his group who are housed in a girls' dormitory? The same question may be asked about female group leaders who are supposed to supervise boys who are housed in a boys' dormitory.
Are the students housed in dormitories or with families? How are the families chosen?

B. Medical staff

What medical services are provided at the overseas campus? Does the sponsoring agency charge students for any of the medical services? Are the medical services available at all times?

C. Free time and chaperonage

How "free" can an American high school student abroad be permitted to be? At what times during the travel/study program will the high school student be on his own (no chaperone)? Blocks of free time for students with little or no supervision present dangers. Does the sponsoring agency assume responsiblility for the student during periods of free time?

D. Meals

What is the quality and quantity of the food served? Must the student supplement his inadequate meals with food which he must purchase? Are the meals served in a private dining room, a public cafeteria, or a restaurant?

Supervisors of foreign languages in state departments of education can provide additional suggestions for ways of evaluating programs abroad; they stand ready to help. It is the hope of the Council that the above questions and information will be of assistance to all those who contemplate enrolling in a travel/study foreign language program.

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APPENDIX D

MODULAR SCHEDULING

In modular scheduling the school day is divided into from 20 to 22 periods or modules. Each module equals 15 to 20 minutes. Students and teachers are scheduled by computer into classes that are from 1 to 6 mods in length.

The rationale behind modular scheduling is that different kinds of courses need different kinds of time. Also students of different abilities need not be lockstepped because of the form of the school day. Modular scheduling can provide opportunities for individualized instruction and places on the student greater responsibility for his own learning.

Teachers, teams of teachers and departments determine the educational design. Most schools follow a three phase design: large group, medium group, small group. Some foreign language departments plan courses with four phases: large group, laboratory, directed study and small group. Each teacher requests the number of mods for each phase and the number of meetings per week for his particular courses (within guidelines set by the administration). Two sample schedules follow:

Teacher A

No. of Sections	Phase	Size	Mods-Meetings	Meetings-cycle
2	Lge. Group	60	2 mods	1 Mtg.
4	Dir. Study	25-30	3 mods	2 Mtgs.
4	Lab.	25-30	1 mod	1 Mtg.
14	Sm. Group	5-10	1 mod	1 Mtg.

Teacher B

1	Lge. Group	115	2 mods	1 Mtg.
4	Dir. Study	25-30	2 mods	2 Mtgs.
4	Lab.	25-30	2 mods	1 mtg.
14	Sm. Group	6-12	2 mods	1 Mtg.

Students and teachers have one-fourth to one-third of their time unscheduled. Students' unscheduled time (not free time) may be spent in the library, in the resource centers (English, Social Studies, Math, Foreign Language, etc.), or in open labs (Science, Foreign Language, Home Economics, Shops). Unscheduled time also provides time for one-to-one student teacher conferences, independent study, classroom re-cycling, practicing of skills, completion of assignments, auditing of courses, and participation in minicourses.

Careful planning and variety are keys to effective large group presentations. It is especially important to have equipment and materials ready before students enter the auditorium or classroom. General presentation of grammatical material to be covered in the coming cycle can be effectively presented with the use of an overhead projector, filmstrip projector, tape recorder, etc. Some teachers review for tests in this manner. If there are sufficient seats for students to sit far enough apart, occasional testing has succeeded in large group sessions. Students have participated well in choral response drill for some teachers. Films, filmstrips, slides, presentations by speakers and musicians have been used to present culture.

Directed study sessions in some schools resemble the traditional classroom setting with explanations, oral drill, reading, writing, discussion and checking of exercises, and testing. In other schools students work on individualized learning packets during directed study or medium group sessions. Sometimes better students spend part of the directed study time in the resource center listening to enrichment tapes.

A description of one teacher's use of the study guide follows:

> "At the beginning of each chapter students are given a mimeographed study guide. This outlines the material to be covered and gives students specific directions concerning which exercises from the text are to be studied, which are to be written out and referred to in directed study, and which are to be handed in. All assignments must be completed by the day of the chapter test. An assignment folder is provided for each student."

Lab sessions are devoted to listening to tapes and to oral practice in the language laboratory under the direction of the language teacher or a para-professional. Oral testing is also done in the lab. One teacher tries to have students stay one chapter ahead of the chapter studied in directed study sessions. After showing a film in large group, another teacher shows the film again in the lab so that students concentrate more on the foreign language as they hear the narration through the head sets.

Teachers are enthusiastic about the small group sessions conducted in the target language even in first level classes. Because of the non-verbal understanding that always goes on in a small group the second language can be used for

communication earlier than in a class of 25 to 35 people. Working in small groups cuts down on fear and self-consciousness so that more questions are asked. Other small groups learning activities are oral reading, dialogues, learning of songs, and games. Vocabulary can be presented by actions, drawings, or pictures. Sometimes the small group of 6-12 can work together with the teacher. Other times students work in smaller groups of 3 or 4 or with a partner. The teacher is then able to move about helping with pronunciation or word usage. Individual oral testing has been effectively tried in small group sessions.

Title II money helps schools to equip resource centers with enrichment materials such as cassette tapes, filmstrips, slides and books. However, additional listening tapes can be prepared by teachers, foreign students in the student body and speakers of foreign languages in the community. Cassette players are somewhat more portable than the reel to reel players. It is advisable to buy good sturdy cassette players to withstand constant student use.

Teachers vary in their use of resource centers. One teacher may require students to spend two mods each week in the center on their unscheduled time. Another may make certain assignments that can only be carried out in the resource center. The teacher's aide supervises make-up tests for the teacher. If learning packets and a series of alternate tests are used, the resource center can be used as a testing center where students may take tests when they are ready.

Foreign language teachers in modular scheduling have found that progress, particularly in grammar study, is sometimes slower than under the traditional schedule. This presents problems in preparing students to take placement tests or to enter advanced foreign language courses in college. Not all students make good use of unscheduled time. Though foreign language teachers have encountered some frustrations and some problems the same teachers feel that modular scheduling gives an opportunity to present a broader course in foreign languages because different length classes lend themselves well to varied activities.